

## Reading Review Comments – Grades 3-4

Reading Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Made by DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.					On page 3, General Instructions, paragraphs under Standard Administration of Test and Item Rule, both have words that run together, no spaces between.		Throughout the test, where there is a column labeled "0 point response" change label to <b>Corrections: In Scoring Protocol</b> . Change all 0 Point Responses to: Any response other than 1 or 2 point responses.
		Requested Corrections noted as: <b>Corrections</b> <b>DRA feedback noted as: DRA</b> Otherwise all comments are from group and do not need to be changed.							Reading test is reading for comprehension, passages are allowed to be read to students. Kim and Sev: Specify in instructions (matrix) which Reading Assessment tasks/items may not be read to student.
I.34A1	E			1.1, 2.1-1	OK	N/A -- There's really nothing to substitute here except for recordings of sounds to identify.			
I.34A2	E			1.1, 2.1-1	OK				<b>Correction:</b> Replace Women's toilet with Dual Restroom sign (Man/Woman), change answer to "Toilet" or "bathroom" For sign clipart, see: <a href="http://www.aiga.org/content.cfm/symbol-signs">http://www.aiga.org/content.cfm/symbol-signs</a> or <a href="http://www.teacherfiles.com/clip_art_symbols_signs.htm">http://www.teacherfiles.com/clip_art_symbols_signs.htm</a> [Steve: Aran wants to remove uncommon signs -- or uncommon in Alaska -- such as the basketball/park sign, and replace them with more common signs.]
I.34A3	E	Bias vs. C Group doesn't think this is a standard symbol. Change to a familiar standard symbol.		1.1, 2.1-1	OK				<b>Correction:</b> Change this item to drinking fountain.
I.34A4	M	Bias Many villages don't have this But opportunity to learn., so OK as is.		1.1, 2.1-1	OK				<b>Correction:</b> Replace with litter / trashcan or telephone, elevator, or other more universal sign.
I.34A5	E			1.1, 2.1-1	OK				
I.34A6	E	Dual sign w/ male and female symbols, but okay as is.		1.1, 2.1-1	OK				
I.34A7	E			1.1, 2.1-1	OK				
I.34A8	M	Fire alarm and fire station symbols very similar, but okay.		1.1, 2.1-1	OK				

# Reading Review Comments – Grades 3-4

1.34B1	E			1.1, 2.1-2	OK	ok	Good to have the explanations below item so teachers can mark NA-I		
1.34B2	E			1.1, 2.1-2	OK				
1.34B3	E			1.1, 2.1-2	OK				
1.34B4	E			1.1, 2.1-2	OK				
1.34B5	E			1.1, 2.1-2	OK				
1.34B6	E	p is circled, but okay as is.		1.1, 2.1-2	OK				leave
1.34B7	E			1.1, 2.1-2	OK				
1.34B8	E	b is circled, but okay as is. p and b most common mis-read (flipped)		1.1, 2.1-2	OK				leave
1.34B9	E			1.1, 2.1-2	OK				
1.34B10	E			1.1, 2.1-2	OK				
1.34C1	M	Change instructions to be more clear about sound vs read /c/ /uu/ /t/ vs cut. Add something to indicate sounding out: C-uuuu-t, or other accepted sounding out symbols.		1.1, 2.1-3	OK	a-n-d is a whole word contraction in braille. Better is "a-n-t"	Good to have the explanations below item so teachers can mark NA-I		<b>Correction:</b> Change directions in fourth sentence: "Say to the student (sound out the word): "This word is lcl lul ltl ."
1.34C2	M	Bias "run" and "and" are most often taught as sight words. Okay as is. What about using nonsense words, or words not commonly used: nap, pat (to avoid sight reading of word)		1.1, 2.1-3	OK				no changes
1.34C3	M			1.1, 2.1-3	OK				
1.34C4	M			1.1, 2.1-3	OK				
1.34C5	M			1.1, 2.1-3	OK				
1.34C6	M			1.1, 2.1-3	OK	b-e-d -- (ed) is a braille contraction. Better is b-a-d, or l-e-g if you want a medial lel sound			
1.34C7	M			1.1, 2.1-3	OK				
1.34C8	M			1.1, 2.1-3	OK				
1.34D1	E			1.1, 2.1-4	OK	Someone knowledgeable in braille would have to braille the student's first and last names and the distractors			
1.34D2	M			1.1, 2.1-4	OK				

# Reading Review Comments – Grades 3-4

2.34A1	E	<p>Bias: Raven=spiritual/religious overtones (use bird) same as "god flew down and stole your sandwich".</p> <p>"Picnic table" should be "outside table."</p> <p><b>Corrections:</b> Change raven to bird. Change this sentence to: After walking through the zoo, Jill and her mother had lunch at a table under a tree.</p>		1.2, 2.2-1	OK	<p>Jill and the zoo: this story has two color clues in it (although none of the questions need the color words for answers) plus a bird which "flew down to steal sandwiches". This is not in a blind child's experience. The zoo in general, (except for a petting zoo) is not of much interest to a blind child in the animals are not accessible.</p>	<p>"Raven" would need to be fingerspelled. Could another bird be used .. A hawk or???</p>		<p><b>Correction:</b> Change "raven" to "bird". Change "picnic table" to "outside table". Change in directions, story, and scoring matrix.</p>
2.34A2	M			1.2, 2.2-1	OK				
2.34A3	E			1.2, 2.2-1	OK				
2.34A4	M			1.2, 2.2-1	OK				
2.34B1	M	<p>Bias: Clown/Balloon rabbit=cultural bias</p> <p>Religion=Birthday=Religion issue</p> <p>Sensitivity=these kids are often not invited to parties</p> <p>Content: Shorter sentences, shorter story</p> <p><b>Corrections:</b> Delete birthday, make just "party."</p>		1.2, 2.2-1	OK	<p>Ok. " a clown doig tricks" might have no meaning, but then it might have no meaning to a sighted child either if he/she had not seen a clown or someone "doing tricks"</p>	<p>Item 3, name one thing Annie did at the party... seems to be a few things that she could say instead of only "played games"</p>		<p><b>Correction:</b> Change "birthday party" to "party". Remove the sentence: "They sang happy birthday to Ellen and watched her open presents." Change "Annie got a balloon rabbit from the clown." to "The clown made a hat out of balloons and gave it to Annie." Change question and answers from "Rabbit made of balloons" to "hat made of balloons"</p>
2.34B2	M			1.2, 2.2-1	OK				
2.34B3	H			1.2, 2.2-1	OK				
2.34B4	H			1.2, 2.2-1	OK				

# Reading Review Comments – Grades 5-6

Reading Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Made by DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.							Reading test is reading for comprehension, passages are allowed to be read to students. Kim and Sev: Specify in instructions (matrix) which Reading Assessment tasks/items may not be read to student.
1.56A1	E				OK		"gaher" and "basket" both have signs that mean something else.. Could other words be used?		
1.56A2	E				OK				
1.56A3	E				OK				
1.56A4	E				OK				
1.56A5	M				OK				
1.56A6	M				OK				
1.56A7	H				OK				
1.56A8	M				OK				
1.56B1	E		Sentences #3, 4, 5 in task longer than specified in the ExGLE		OK	OK, but the sentences will be written out on braille paper. "can," "the" and "word" are whole word contractions. If the student has not memorized the contraction there is no way to sound out the word.			
1.56B2	E				OK				
1.56B3	M	Correction: EED will change the ExGLE 5/6 2.1-2 to read: Reading simple sentences of 2-3 words, not including articles such as a, an, the.	Could be considered hard due to ExGLE requiring only 2-3 words		Too many words				no change to test items
1.56B4	M	Correction: EED will change the ExGLE 5/6 2.1-2 to read: Reading simple sentences of 2-3 words, not including th articles a, an, the.	Could be considered hard due to ExGLE requiring only 2-3 words		Too many words				no change to test items
1.56B5	H because of length	Correction: Change sentence to: Sam spoke first.			Too many words			Previous version = 5 points to 3 points	Change sentence to "Sam spoke first."

# Reading Review Comments – Grades 5-6

2.56A1	E	No correction needed.	Jimmy Rides the Bus Sensitivity: in small villages the only kids who ride a bus=SPED They would not have GenEd friends	2.6-1	OK			No correction needed.
2.56A2	M	Reword question (tell/show me beginning)--don't normally ask kids to do. <b>No correction needed, need DRA input first: (Would Point to the beginning of the story resolve this? Does the HelpDesk database reflect this as a previous issue?)</b>		2.4-1	OK			<b>Change directions:</b> Show me (point to) the beginning of the story.
2.56A3	M	Reword question (tell/show me ending)--don't normally ask kids to do <b>No correction needed. Until receive input from DRA: (Would Point to the beginning of the story resolve this? Does the HelpDesk database reflect this as a previous issue?)</b>		2.4-1	OK			<b>Change directions:</b> Show me (point to) the end of the story.
2.56A4	M			2.8-1	OK			
2.56A5	M			2.2-1	OK			
2.56A6	M			2.2-1	OK			
2.56A7	M			2.2-1	OK			
2.56A8	H			2.8-2	OK			
2.56B1	H			2.9-1	OK	ok		
2.56B2	H			2.9-1	OK			
2.56C1	E	Correction: Change the title to: Jack is so Friendly. Delete sentences 2 and 3. Change Sent.7: Then one day at school another boy, Bob, asked Jack to help him with his homework. Sent 8: Jack helped Bob do his math problems. Sentence 14: Jack is so friendly.	Jack Is So Cool Bias: Language/ Kids do not use "cool" Sensitivity "extra clothes" "fancy" "lockers"	2.6-1	OK	ok		Correction: Change the title to: Jack is so Friendly. Delete sentences 2 and 3. Change Sent.7: Then one day at school another boy, Bob, asked Jack to help him with his homework. Sent 8: Jack helped Bob do his math problems. Sentence 14: Jack is so friendly.
2.56C2	M			2.4-1	OK			
2.56C3	M			2.4-1	OK			
2.56C4	M			2.8-1	OK			
2.56C5	M	Corrections: Change questions on SP to match new sentences in story.		2.2-1	OK			

# Reading Review Comments – Grades 5-6

2.56C6	M	Corrections: Change questions on SP to match new sentences in story.		2.2-1	OK				
2.56C7	H		Also aligns with 2.10-1	2.2-1 / 2.10-1	OK				
2.56C8	H			2.8-2	OK				
2.56D1	H			2.9-1	OK	Jimmy rides the bus: perfect. Jack is so cool: "Fancy clothes" is prbably totally a visual concept. Maybe "good" clotes could be substituted.			
2.56D2	H	Correction: Change correct response to: Jack is so friendly.		2.9-1					Correction: Change correct response to: Jack is so friendly.

# Reading Review Comments – Grades 7-8

Reading Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Made by DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.							Reading test is reading for comprehension, passages are allowed to be read to students. Kim and Sev: Specify in instructions (matrix) which Reading Assessment tasks/items may not be read to student.
1.78A1	M			3.1-3	OK	ok			
1.78A2	M			3.1-3	OK				
1.78A3	M			3.1-3	OK				
1.78A4	M			3.1-3	OK				
1.78B1	H	<b>Correction:</b> Change Chapter 2 title to: Alaska Natives	Bias: Native Alaskans instead of Native Americans-	3.1-2	OK	ok			<b>Correction:</b> Change Chapter 2 title to: Alaska Natives
		Directions to assessor should say, "Continue asking questions in the order listed below on the following page." (true if scoring box on next page). <b>Correction:</b> Delete the word "below" in Directions on page 10.		3.1-2					<b>Correction:</b> Page 10 of scoring protocol. Change sentence "Continue asking questions in the order listed below through Item 4" to "Continue asking questions in the order listed on the following page through Item 4"
1.78B2	H			3.1-2	OK				
1.78B3	H			3.1-2	OK				
1.78B4	H			3.1-2	OK				
1.78B5	H			3.1-2	OK				
1.78B6	H			3.1-2	OK				
1.78B7	H			3.1-2	OK				
1.78C1	E			3.1-1	OK	ok			
1.78C2	M due to actual words H due to syntax	"fun" seems archaic term in this context. <b>Correction:</b> Change to "Let the movie begin!" Add exclamation.		3.1-1	OK				<b>Correction:</b> Change to "Let the movie begin!" Add exclamation.
1.78C3	M due to actual words H due to syntax	Change to "School can be very fun" or "hard" <b>Correction:</b> Change to: School can be very fun."		3.1-1	OK				<b>Correction:</b> Change to: School can be very fun."
1.78C4	M due to actual words H due to syntax	Bias?--Readability. One thought is to add "of" "Look at all of the people waiting." No correction needed.	"too weird" comment on SP--don't know what the reference is	3.1-1	OK				no change needed

# Reading Review Comments – Grades 7-8

2.78A1	H	Correction: Rewrite the story about a neutral topic such as Eating Lunch in the Cafeteria. This is not a new story. It is currently in use as Jan and the party, (in a slightly different version) of the test currently posted online.	Bias--Cultural/sensitivity Both stories are about boy/girl friendships. Jan and the Party Suggested: Eating lunch in the cafeteria Bias Alaska=divided by religion, 5 religious regions, Quaker, Catholic, in some areas have dancing as a taboo	3.3-1	OK	ok			Use this version of "Jan and the Party" and the newer version of "Going to the City" substitute into the old form. Develop two additional, different story for cousin items (not Jan and the Party, and not Going to the City). Correction: Write a new story: Eating Lunch at the Cafeteria"
2.78A2	M	Reword question (tell/show me beginning)--don't normally ask kids to do		3.3-1	OK				
2.78A3	M	Reword question (tell/show me ending)--don't normally ask kids to do		3.7-1	OK				
2.78A4	E			3.7-1	OK				
2.78A5	M			3.7-1	OK				
2.78A6	H			3.7-1	OK				
2.78A7	M/H			3.7-3	OK				
2.78A8	M/H			3.7-3	OK				
2.78B1	H	Correction: This is not a new story. Going to the City is currently in use (in a slightly different version) of the test currently posted online. Possible topic: A Day at the Lake. Grandfather takes his grandchildren to the lake to fish.	Going to the City Bias: culture--villages don't have buses to get to town. Not likely to go to town. Not likely to take a bus. Not likely to know what a video arcade is. Typo: They decided to go to a video arcade . . ." to is missing	3.5-1	OK	Video games not accessble but probably a student would know what they were. Maybe: "checked his watch" instead of "looked at his watch."			Write a new story: A Day at the Lake" (See the stories in 9.10 as examples of what the Bias/Content review committee is thinking in terms of stories,)
2.78B2	M			3.3-1	OK				
2.78B3	M			3.3-1	OK				
2.78B4	E			3.7-1	3.7-1				
2.78B5	E			3.7-1	OK				
2.78B6	H	Question mark on "video arcade" <b>Correction:</b> Story is being rewritten about a different topic.		3.7-2	OK				
2.78B7	H			3.7-3	OK				
2.78B8	H			3.7-3	OK				



# Reading Review Comments – Grades 9-10

Reading Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes for DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.							Reading test is reading for comprehension, passages are allowed to be read to students. Kim and Sev: Specify in instructions (matrix) which Reading Assessment tasks/items may not be read to student.
1.910.A1	M	"e" on time circled (?) <b>Correction to Directions.</b> Change Watch me, to "Watch me and listen to me." Show the sounding out process better with c--uuuu--t as previously noted. No corrections to any of A needed, items 1-8 okay.	Pick better words. Read the word--don't/why decode letter by letter Directions "Watch me." Bias: blind. Say "Listen to me."	4.1-1	OK	"time" is a contraction. If you are looking for a lonr I, silent e, how about "mine" -- the rest are ok			"e" on time circled (?) <b>Correction to Directions.</b> Change Watch me, to "Watch me and listen to me." Show the sounding out process better with c--uuuu--t as previously noted. No corrections to any of A needed, items 1-8 okay.
1.910.A2	M			4.1-1	OK				
1.910.A3	M	Line between g and reat blend? No corrections to any of A needed.		4.1-1	OK				
1.910.A4	M	"e" on ride circlced		4.1-1	OK				
1.910.A5	M	line between bo ats l sound		4.1-1	OK				
1.910.A6	M	line between so und l sound		4.1-1	OK				
1.910.A7	M	line between fis h l sound		4.1-1	OK				
1.910.A8	M			4.1-1	OK				
1.910B1	H	Correction: EED will change ExGLE 9/10, 4.1-1 from base word to root word.	SM and SP say "Identify Root Words" ExGLE says "base word" Keep terms the same	4.1-1	OK	This is a bit of a problem. "dislike" is written with a single sell prefix contraction for "dis" which cannot be written in isolation. Likewise "ing" and "ment" can only be ending contractions. Actually the braille reader would be at an advantage here if he/she as learned the contractions.			Correction: EED will change ExGLE 9/10, 4.1-1 from base word to root word.
1.910B2	M	No changes needed on 1.910 B, items 1-6.		4.1-1	OK				
1.910B3	M	"ed" on started circlced		4.1-1	OK				
1.910B4	H			4.1-1	OK				
1.910B5	H			4.1-1	OK				
1.910B6	H	"ment" on statement underlined		4.1-1	OK				

# Reading Review Comments – Grades 9-10

I.910C1-Set1				4.4-1	OK	Ok, except leeway to be given on "fold the paper in half" Maybe just "fold the paper."			
I.910C2				4.4-1	OK				
I.910C3				4.4-1	OK				
I.910C1-Set 2				4.4-1	OK				
I.910C2		Delete "in half" so it reads "Fold the paper." <b>No Correction needed.</b> In half sounds appropriate for this grade. No change required.		4.4-1	OK				
I.910C3				4.4-1	OK				
		Corrections: Change all 0 Point Responses to: Any response other than 1 or 2 point responses.							Corrections: In Scoring Protocol. Change all 0 Point Responses to: Any response other than 1 or 2 point responses.

# Reading Review Comments – Grades 9-10

2.910A1	E	Correction: Ready for Graduation. When Robin woke up in the morning, she was excited. Today was her last day of high school. She was going to graduate on Saturday. She and her friend, Libby, were both graduating. Today seniors would be trying on their caps and gowns in the gym. When Robin put on her gown it fit perfectly. When she put on the cap, it was so large it covered her eyes. What was she going to do? As Robin was standing sadly with the large cap over her eyes, Libby came over to help. Libby went to the teacher to explain Robin's problem. At the same time, Jason came up to the teacher. He was wearing a cap that was much too small. Libby brought Jason over to Robin, and they exchanged caps. Robin was relieved to have a cap that fit. Graduation was going to be fun!	Ready for Graduation-- Length of story and sentences both too long Change sentences "At the same time a boy came up to the teacher who was wearing a cap that was much too small. Libby explained Robin's problem to the teacher and the boy, Jason." Bias: Boy/girl issue inappropriate, not necessary.	4.6-1	OK	Ready for graduation: the cap being too big id fine, but "covering her eyes" would not be something a blind child would be aware of. Maybe "covered her face" in both the sentences that refer to this.	The word "beanie" would be fingerspelled since there is no sign for that word... not sure it's a word that many students have heard.		Correction: Ready for Graduation. When Robin woke up in the morning, she was excited. Today was her last day of high school. She was going to graduate on Saturday. She and her friend, Libby, were both graduating. Today seniors would be trying on their caps and gowns in the gym. When Robin put on her gown it fit perfectly. When she put on the cap, it was so large it covered her eyes. What was she going to do? As Robin was standing sadly with the large cap over her eyes, Libby came over to help. Libby went to the teacher to explain Robin's problem. At the same time, Jason came up to the teacher. He was wearing a cap that was much too small. Libby brought Jason over to Robin, and they exchanged caps. Robin was relieved to have a cap that fit. Graduation was going to be fun!
2.910A2	H			4.6-1	OK				
2.910A3	M			4.6-1	4.6-1 a stretch				
2.910A4	H	Correction for answers for Item 4. School, gym, and home are all correct. Change question to: Where did most of the story take place? School or gym = 2 points, home = 1 point, Stage = 0 points.		4.6-2	OK				
2.910A5	H			4.6-2	OK				
2.910A6	M			4.6-3	OK				
2.910A7	H			4.6-3	OK				
2.910A8	H			4.8-1	OK				
2.910A9	H			4.2-1	OK				
2.910A10	H			4.2-1	OK				

# Reading Review Comments – Grades 9-10

2.910B1	H	Correction on B1 sentence: Today seniors would be trying on their caps and gowns in the gym. Need to change SM answer card to match rewritten fact sentence. No change to distractor card.		4.7-1	OK				Correction on B1 sentence: Today seniors would be trying on their caps and gowns in the gym. Need to change SM answer card to match rewritten fact sentence. No change to distractor card.
2.910B2	H	SM and answers: Correction-New Answer: Graduation was going to be fun! Delete Students thought Jason was the most popular boy in school. Distractor card (Today was her last day of high school) remains the same.		4.7-1	OK		Sa, spoke the first word -- spoke and ran are oth words that will need to have the past tense marker added to the word. Again deaf kids will need to understand the morphological marker than the word only.		SM and answers: Correction-New Answer: Graduation was going to be fun! Delete Students thought Jason was the most popular boy in school. Distractor card (Today was her last day of high school) remains the same.
		Correction: Change all 0 Point Responses to: Any response other than 1 or 2 point responses.							

# Reading Review Comments – Grades 9-10

2.910C1	E	<p>Correction: The Legend of Mount St. Helens</p> <p>Paragraph One: In 1980 people who lived near Mount St. Helens were warned to leave the area because the mountain was going to erupt. One man named Harry Truman refused to leave. Some people said that Harry was grouchy and stubborn and that is why he would not leave. He lived at Spirit Lake and rented boats to people who came to visit. His home was very close to the mountain, and he loved living there. He was 83 years old and had lived there most of his life.</p> <p>Paragraph 2-When the Mount St. Helens volcano erupted on May 18, 1980, it left a trail of destruction that stretched for miles around. The lava exploded out of the mountain, and it flowed down at 300 miles per hour. The eruption destroyed many homes and killed many people. Scientists believe that Harry and his home were buried under 150 feet of lava and will never be found. Because he refused to leave, Harry became known as the legend of Mount St. Helens.</p>	<p>Mount St. Helens Icon</p> <p>Bias: is "icon" an issue/religious lodge needs clarification-- does he only rent boats? Delete "old" in "stubborn old man: Bias: ageism Too long!</p>	4.6-1	OK	Mount St Helens Icon: ok			<p>Correction: The Legend of Mount St. Helens</p> <p>Paragraph One: In 1980, Mount St. Helens was going to erupt and people who lived near the volcano were warned to leave the area because the mountain was going to erupt. One man named Harry Truman refused to leave. Some people said that Harry was grouchy and stubborn and that is why he would not leave. He lived at Spirit Lake and rented boats to people who came to visit. His home was very close to the mountain, and he loved living there. He was 83 years old and had lived there most of his life.</p> <p>Paragraph 2-When the Mount St. Helens volcano erupted on May 18, 1980, it left a trail of destruction that stretched for miles around. The lava exploded out of the mountain, and it flowed down at 300 miles per hour. The eruption destroyed many homes and killed many people. Scientists believe that Harry and his home were buried under 150 feet of lava and will never be found. Because he refused to leave, Harry became known as the legend of Mount St. Helens.</p>
2.910C2	M			4.6-1	OK				
2.910C3	H	<p>Correction Item 3:- Change question to: What was a word the story used to describe how people remember Harry?</p> <p>Correction 2 point response: change "icon" to "legend"</p>	<p>"Icon" too abstract</p> <p>Change Icon throughout story to symbol or some other more accessible word.</p>	4.6-1	OK				<p>Correction Item 3:- Change question to: What was a word the story used to describe how people remember Harry?</p> <p>Correction 2 point response: change "icon" to "legend"</p>

# Reading Review Comments – Grades 9-10

2.910C4	H	Correction Item 4: Include both Mount St. Helens and Spirit Lake as possible 2 point responses. Change 1 point response to "Harry's home" or "mountain"		4.6-2	OK				Correction Item 4: Include both Mount St. Helens and Spirit Lake as possible 2 point responses. Change 1 point response to "Harry's home" or "mountain"
2.910C5	H	Correction Item 5: Boat rental = 2 point response, Fishing = point response.		4.6-1	4.6-1				Correction Item 5: Boat rental = 2 point response, Fishing = 1 point response.
2.910C6	H			4.6-3	OK				
2.910C7	H			4.6-3	OK				
2.910C8	H			4.8-1	OK				
2.910C9	H	Correction to correct order: People were warned to leave. Harry refused to leave. Eruption destroyed 250 homes. Delete: 57 people were killed and move to Item 10. From Item 10, insert: Harry's home was buried under 150 feet of lava.		4.2-1	OK				Correction to correct order: The volcano was going to erupt. People were warned to leave Mt. St. Helens. Harry refused to leave. Harry lived there most of his life. Delete: 57 people were killed and move to Item 10. From Item 10, insert: Harry's home was buried under 150 feet of lava.
2.910C10	H	Correction to correct order: Revise card to read: Harry lived at Spirit Lake. Lava flowed at 300 miles per hour. Many people were killed. (new card) Harry became known as the legend of Mount St. Helens. (revise card)		4.2-1	OK				Correction to correct order: Revise card to read: Harry lived at Spirit Lake. Lava flowed at 300 miles per hour. Many people were killed. (new card) Harry became known as the legend of Mount St. Helens. (revise card)
2.910D1	H	Correction: Eruption destroyed many homes.		4.7-1	OK	ok			Correction: Eruption destroyed many homes.
2.910D2	H	Correction: delete "old", new sentence: Some people said Harry was grouchy and stubborn.		4.7-1	OK				Correction: delete "People said" and "old", new sentence: "Harry was grouchy and stubborn."

# Writing Review Comments – Grades 3-4

Writing Task	Difficulty of Item	Committee Comments	General Comments	EXGLE	Alignment	Blind Review Changes made as result of Blind Review add only to BLIND/BRAILLE SP/test.	Deaf Review	Scoring Implications	Changes made by DRA/eed	Changes Made by DRA
		After corrections made, all student materials, directions, scoring protocols will need to be reviewed for possible revision.								
		Requested Corrections noted as: <b>Corrections DRA feedback noted as: DRA</b> Otherwise all comments are from group and do not need to be changed.								
		EED: No changes will be made to these ExGLEs as 4.3-1 is more difficult than the others.	2.3-1, 3.3-1, 4.3-1 seem not quite aligned. 4.3-1 seem easier than 2.3-1 and 3.3-1.							
		Does DRA have a suggestion? Sev's Comments: Modes of responding was used in the 2006-2007 secure test (which is the current practice test). It refers to specific tasks that don't apply to the current test. Recommendation to leave as is.	Remember to include general instructions with mode of responding graphic.						Will include allowable accommodations, skills for responding in the 06-07 AK AA pg 1, also include in participation guidelines and train asan accommodation	

# Writing Review Comments – Grades 3-4

		EED: We will be collecting information on adaptations to materials soon. <b>Does DRA have a suggestion? Sev's Comments: See above on mode of responding. I believe we have already been talking about adding an accommodations section next year, or training more on accommodations which may help this issue.</b>	There is no sheet to document alternative response options (i.e., rather than manipulating words, students can be allowed to point/eye gaze). Previously known as "Identify Modes of Responding."			1.34A Copy Letters Scoring would be slightly different, allowing one point for common braille reversals (which are listed somewhere in the Oregon Protocol e/i, w/r, etc. You would have to define what "assisted" will mean for the braille student.			Include in the Scoring Protocol: Allowable Accommodations (not an exhaustive list), and examples of modifications. Address blind reviewers recommendations.	
1.34A1	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A2	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A3	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A4	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A5	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A6	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A7	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A8	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A9	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A10	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34A11	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34B1	E			1.1, 2.1-1, 1.1, 2.1-3	OK	1.34B Copy Words All good except for "it" which is a whole word contraction, and actually the letter "x" so probably not a good first level choice. "is" would be better. Again, what would be "assisted."				√ - changed to 'if'
1.34B2	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34B3	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34B4	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34B5	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34B6	E			1.1, 2.1-1, 1.1, 2.1-3	OK					
1.34B7	E			1.1, 2.1-1, 1.1, 2.1-3	OK					



# Writing Review Comments – Grades 3-4

1.34C	First name, Easy	Last name 5/6 grade level <b>Correction:</b> Delete last name in grade 3/4 to match ExGLE.		1.1, 2.1-1	Remove last name	1.34C Write Own Name A person knowledgeable in braille would have to correct this. And what would “assisted” mean?			In the scoring protocol, explain "assisted" refers to student materials paper: Lined or not (unassisted). Assisted and unassisted doesn't apply for students using a braille. <b>SEV:</b> Aran and I are designing a page to insert toward the front of each content area scoring protocol, this type of information will be included on that page.	✓
1.34D1	E	SM: Cat and dog look very similar. Too cartoonish (for instance, dog from Science) Picture resembles Scooby <b>Correction:</b> Change question to better match ExGLE: Which picture would you use to tell this story?	ExGLE, matching symbols drawings or objects or pictures to tell a story.	1.2, 2.2-1	OK	1.34D Matching and Sequencing Pictures This is N/A as it stands since it relies on pictures. You could allow the pictures to be described but then the student would hear the word “dog” and “river”. Keep separate for BLIND SCORING PROTOCOL: Jerry: If we eliminate the pictures and just have the student state the answer, do we change the construct? Could describe the picture. Jeanne: Construct is organizing thoughts / story line. For a student who is blind, can't use brailled picture. QA describe the picture to blind student, present items in SM order.				✓

# Writing Review Comments – Grades 3-4

1.34D2	M	Put picture of dog in window and in river and in boat. <b>Correction:</b> Need sequencing as existing question is a reading ExGLE. Change Question to: Which picture shows where Duke goes at night?		1.2, 2.2-1	OK	Okay to use this task for students who are blind, add instructions for QA.				√
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# Writing Review Comments – Grades 5-6

Writing Task	Difficulty of Item	Committee Comments	General Comments	EXGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes for DRA/EED	Changes Made by DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.								
1.56A1	E	EED Comment: No change required here.	This is not writing. ExGLE 5/6 2.3-1 says "Using" This item identifies conventions. Task 1.56 seems to align to the 9.10 ExGLE. 5/6 and 7/8 seem to require student to actually write. Also applies to other tasks.	2.3-1	?	1.56A Conventions These are very awkward in Braille. Best when there is only one pair missing in each sentence, which is the case here and so OK			No changes	
1.56A2	E			2.3-1	?					
1.56A3	E			2.3-1	?					
1.56A4	E			2.3-1	?					
1.56B	M			2.1-2	OK	1.56B Same as 1.34C				
1.56C1		Group says these are not Dolch words. way--not mostly consonants <b>EED to DRA: EED would like feedback on these comments. Are these words not on a most frequently used words list? Is there a problem with "way" and the silent e words? This request is for 1.56c Items 1-5 EED will make decision on this after receiving DRA feedback.</b>		2.1-1	OK	1.56C Dictation all words OK	Item 1.56c the word "met" involves adding in a past tense marker in sign...so they must know the tense in addition to the word. This is not asked of other students. Can another three letter word be used?		Need answer from DRA re: dolch words, new word to replace "met"	What word should this be changed to? Please Advise.
1.56C2				2.1-1	OK					
1.56C3				2.1-1	OK					

# Writing Review Comments – Grades 5-6

1.56C4		ride--two words with silent e		2.1-1	OK				Ask Steve: ? Silent e words... look at ExGLE	
1.56C5		joke		2.1-1	OK					
1.56D1	D w/o reading captions M if captions read	Assessor should be allowed to read the words (picture caption) to student. Change directions to match 7/8 directions. This task is to measure writing skills, not reading skills. Bias: For SM, loaf of bread w/apple would be more appropriate/universal. Cup/straw not always available or seen in rural areas. Handbasket would be more appropriate for both rural/urban--not all rural areas have shopping carts. <b>EED Comment:</b> We allow reading instructions to student as an accommodation. Science test requires reading all labels. ExGLE does not require words only pictures. Okay to read labels. Does DRA see any problem with this change request?		2.2-1, 2.3-1		1.56D Write a Sentence These pictures do not add anything if described, so the braille student would only have the three written response choices.			<b>Correction:</b> Add directions that indicate that labels may be read to student. Change "for food" pictures to "loaf of bread and apples". Change picture to match. Change shopping cart to wire hand-carried basket found in supermarkets. See grade 3/4 instructions: Present pictures out of order (as per SP), read captions/describe picture, student responds in order. Per JT: Add language in Scoring Protocol instructions: "Here are 3 cards – This says 'Joe', this says 'pizza and soda,' and this is 'went shopping'. Put these cards in order so they tell a story."	✓
1.56D2	D w/o reading captions M if captions read	Change 1 sentence so it does not start with a proper noun.		2.2-1, 2.3-1					<b>BRaille:</b> See grade 3/4 instructions: Present pictures out of order (as per SP), read captions/describe picture, student responds in order.	

# Writing Review Comments – Grades 5-6

1.56D3	D w/o reading captions M if captions read	Correction: Change picture label from "Paul got" to "He got"		2.2-1, 2.3-1					On regular test, change "Paul got" to "He got." responds in order.	✓
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# Writing Review Comments – Grades 7-8

Writing Task	Difficulty of Item	EXGLE	Changes for DRA	?s for Jerry	Notes for Kim: Other tests	Notes for Aran
1.78A1	D	3.1-1	Braille scoring: Yes.			
1.78A2	D	3.1-1				
1.78A3	D	3.1-1				
1.78B1	M	3.3-1	Change regular and braille test to read (to the two the) new house.			
1.78B2	M	3.3-1				
1.78B3	D	3.3-1	Leave it as is, unless Items 1.78C remain as difficult items.			
1.78C1	D w/o reading words M if words read	3.2-1	Check with DRA that it is okay to read the word. If yes, add language in Scoring Protocol. <b>Correction:</b> Add to the directions that the QA may read the words to the student. Deaf issue: understood, but leave as past tense.	Does DRA see any problem with this change request? This comment relates to Items 1-7 (No problems/DRA 5/22)		
1.78C2	D w/o reading words M if words read	3.2-1	Make these all Medium difficulty	<b>KIM:</b> decision: by including instructions to read the words, resolved.		
1.78C3	D w/o reading words M if words read	3.2-1				
1.78C4	D w/o reading words M if words read	3.2-1				
1.78C5	D w/o reading words M if words read	3.2-1				
1.78C6	D w/o reading words M if words read	3.2-1				
1.78C7	D w/o reading words M if words read	3.2-1				

# Writing Review Comments – Grades 7-8

1.78D1	D	3.1-1, 3.2-1	<p><b>Correction:</b> Remove numbers on student materials at start of writing lines. <b>Correction:</b> Okay to leave extra lines on Student Materials Assisted and Unassisted. Delete number 3 which indicates there is a third answer.</p> <p><b>Correction:</b> Change topic in Item 1 from "teacher" to "winter" (school has already been used on a prior version of AA).</p>			
1.78D2	D	3.1-1, 3.2-1	<p><b>BRaille:</b> Assisted means lined/unlined paper, address in <b>BRaille SP</b>. And further explain in General Directions re: Assisted = midline, Unassisted = two lines. General directions: include instructions in each scoring protocol to read the test prompt and choices. Include this in opening instructions page. Plus Alternative Response options.</p>		In reading assessment, identify specific tasks that can <b>not</b> be read aloud to student.	
1.78E.1		3.4-1	No changes required of this task.			EED Correction: We will change the ExGLE 7/8-3.41. We are going to delete the grade 7/8 ExGLE and insert the same one that is being used for grade 9/10 which is: Choosing appropriate word choice related to the topic. The grade 7/8 is actually more difficult ExGLE than the 9/10 since it requests "the best or most appropriate" vs choosing an "appropriate" word.
1.78E.2		3.4-1				
1.78E.3		3.4-1				
1.78E.4		3.4-1				

# Writing Review Comments – Grades 9-10

Writing Task	Difficulty of Item	Committee Comments	General Comments	EXGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes for DRA	Changes made by DRA
		<b>Correction:</b> Add instructions to General Instructions: Test directions, test prompts/questions, and each answer option ay be read aloud to the students.		4.3-1					<b>Correction:</b> Add instructions to General Instructions: Test directions, test prompts/questions, and each answer option ay be read aloud to the students.	
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.		4.3-1						
1.910A1	E			4.3-1	OK	1.910A Conventions OK				
1.910A2	E			4.3-1	OK					
1.910A3	E			4.3-1	OK					
1.910A4	E			4.3-1	OK					
1.910A5	E			4.3-1	OK					
1.910A6	E			4.3-1	OK					
1.910A7	E			4.3-1	OK					
1.910.B		Neutral topics should be provided (i.e., weather, favorite book, favorite game) Possibly choices provided first rather than attempting "house" then giving alternate topics. EED: We feel that it is aligned to both ExGLEs. <b>Correction:</b> Okay to provide a choice of topics: house, favorite book, favorite game. Does DRA see any issues with this?	4.1-1 Aligns 4.2-1 Seems to be a much more difficult task and does not equal work.(?) 4.2-1 is not aligned and the group hopes that Example Tell me the steps to make a PB sandwich. Tell me about your house. <b>KIM: wanted the prompt to lead the kids to</b>	4.1-1, 4.2-1		1.910B Write a Story OK "assisted?"			<b>Correction:</b> Provide leading prompts and change directions in SP for this task: Describe your bedroom. Write about how to make a Peanut Butter Sandwich. Write about ... (EED provide short list of topics (house, favorite book, favorite game).	√ - Tried to reflect this change, was a little confusing. May be good to double-check



# Writing Review Comments – Grades 9-10

1.910C1	D w/o reading words E if words read	Spelling error, "moom," should be room? <b>Correction:</b> Change distractor "to the moom" (room) to: "to the basketball game" <b>Correction for Items 1-6:</b> Present the sentences out of sequence to match previous test and remain a writing revision vs a reading (sequencing) task.	<b>DRA:</b> Need an overall decision about okay to read words to the students. <b>CORRECTION</b> : Clearly state in the Scoring Protocol Directions. "You may read the words out loud to the student".	Sequencing sentences to put them into the correct order 4.4-1, 4.4-4	From EED request: Develop 6 sentences	1.910C Revise Writing Items 1-6 OK			<b>Correction:</b> Revise Scoring Protocol to allow reading of all test prompts and choices. Correction: Change distractor "to the moom" (room) to: "to the basketball game" <b>Correction</b> for Items 1-6: Present the sentences out of sequence to match previous test and remain a writing revision vs a reading (sequencing) task. <b>CORRECTION</b> Mix up the order of the sentences 1 through 6.	√ - sentences mixed up
1.910C2	D w/o reading words E if words read	Change "She got some money from her room" to "She got some money from her pocket."--Not all students keep money in room or have money. <b>EED:</b> No corrections needed, if she had money in her pocket, she wouldn't have to go get		4.4-1, 4.4-4					no corrections	√ - sentences mixed up to follow format of 08-09. Title also taken out
1.910C3	D w/o reading words E if words read			4.4-1, 4.4-4						
1.910C4	D w/o reading words E if words read			4.4-1, 4.4-4						
1.910C5	D w/o reading words E if words read			4.4-1, 4.4-4						
1.910C6	D w/o reading words Mif words read			4.4-1, 4.4-4						

## Writing Review Comments – Grades 9-10

[illegible]

# Mathematics Review Comments – Grades 3-4

Math Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Requested of DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.			NOTE: All directions have to be changed to match the Braille student materials, which will be different than the printed version				
		<p><b>Corrections:</b> Need to provide more direction in test directions (across subjects) but many of these topics came from the math groups. Need more information on allowable accommodations. Add a section in the beginning of the test under General Instructions, perhaps the Administration Checklist to print all materials on single sheets (not back to back) and cut out materials. Give clear instructions to assessors to present materials separately.</p> <p>Both groups (as well as Help Desk email) were bothered by lack of indicators for where the line-up starts: left side or right side. Include instructions that all materials are to be read left to right. On the Animal and Object lines, indicate start position with the words "Start here."</p> <p>Include directions that real materials may be substituted for the paper student materials which are provided by the test vendor.</p>							<p><b>Corrections:</b> Include instructions that all materials are to be read left to right. On the Animal and Object lines, indicate start position with the words "Start here."</p> <p>Include directions that real materials may be substituted for the paper student materials which are provided by the test vendor.</p>

## Mathematics Review Comments – Grades 3-4

		<p><b>Correction to Directions:</b> Do not embed the questions in the paragraph, line them up like Describe and Compare Shapes. This is a format issue that should be applied throughout all the documents.</p>						<p>Standardize the style in scoring protocol related directions, using Task 6.910A as a sample. Each item should be listed on it's own line. Not like in 6.910B, where Item 1 is embedded in the paragraph. If all the items in the task are the same, do the paragraph, then on separate line: Items 1 -10 then.</p>
			<p>Any bridge possible between 3/4 items and ELOS items; 3/4 items too difficult for her students EED Comment: Not possible without another standard setting and peer review!</p>	OK				
			<p>Much discussion about what accommodations are allowed on the Alternate. Are accommodations clear in the directions? Should there be more training on allowable accommodations? Do these need to be in the IEP? Accommodation questions about specific items included with those items. EED Comment: Yes we need to</p>	OK				
			<p>Can scoring boxes be placed directly underneath the directions instead of on the back of the page? EED Comment - We should include instructions and talk again in training about NOT printing back to back when administering the test. Only using back to back in group work to save paper.</p>	OK				<p><b>Put in instructions:</b> Do Not print the scoring protocols back to back. Use the instructions page to mask the scoring / writing done by the administrator.</p>

# Mathematics Review Comments – Grades 3-4

1.34A1	M	Number font needs to be uniform throughout test. Font should be a simple block font. Students will try to copy any extra embellishments or serifs. Numeral four should be the style that is open at the top without the triangle shape. <b>Corrections:</b> EED agrees. We should discuss a font selection with DRA and make the changes throughout the math tests.		N-2	OK	Include a definition of what would be "assisted" for braille students.			Number font needs to be uniform throughout test. Font should be a simple block font. Students will try to copy any extra embellishments or serifs. Numeral four should be the style that is open at the top without the triangle shape. <b>Corrections:</b> EED agrees. Make the changes throughout the math tests.
1.34A2	H			N-2	OK				
1.34A3	E			N-2	OK				
1.34A4	M			N-2	OK				
1.34A5	E			N-2	OK				
1.34A6	M			N-2	OK				
1.34A7	M			N-2	OK				
1.34A8	E			N-2	OK				
1.34B1	E	Directions should tell assessor to present number lines separately. <b>Corrections:</b> See Directions at top of page for addressing this issue.		N-3	OK	In number line: Pictures for first and last are not OK but could substitute letters or symbols or shapes and then make a raised representation to ask the question			
1.34B2	E			N-3	OK				
1.34B3	E			N-3	OK				

# Mathematics Review Comments – Grades 3-4

1.34B4	E	Bias: Concern that "monkey" may be inflammatory to students from the South; potential racial bias. Bias concern that cats are not common in rural Alaska and the dog and cat look too much alike. Suggestion that animals be dog, bear, and moose. Card should have a label that says "Start." Directions could tell assessor to say, "Here is the start of the line." (SBAs have pictures of children lining up in front of something to show clearly what is the front of the line.)	N-3	OK				<b>Corrections:</b> Replace cat and monkey with moose and bear. Dog drawing should not be cartoonish, should match style of moose and bear.
1.34B5	E		N-3	OK				
1.34B6	E		N-3	OK				
1.34C1	M		N-1	OK	Counting: Ok			
2.34.1	M		G-2, F&R-2	OK	Same/Different. Items 1-4 ok			
2.34.2	M		G-2, F&R-2	OK				
2.34.3	M		G-2, F&R-2	OK				
2.34.4	M		G-2, F&R-2	OK				
2.34.5	M	Cat should be replaced with animal that clearly looks different from the dogs. No concern with other pictures. <b>Correction:</b> Replace cat with polar bear (found on page 23 of Science materials, Item 3). This should also help kids who have any visual discrimination issues.	G-2, F&R-2	OK	Items 5-8 not accessible. Again, letters/shapes could be used			<b>Correction:</b> Replace cat with polar bear (found on page 23 of Science materials, Item 3).
2.34.6	M		G-2, F&R-2	OK				
2.34.7	M		G-2, F&R-2	OK				
2.34.8	M		G-2, F&R-2	OK				

## Mathematics Review Comments – Grades 3-4

3.34.1	H	Correction: See Directions at top of page accommodations/adaptations.	Difficulty would be medium if shapes are cut out and students can manipulate shapes. Can students use manipulatives like tangrams for this?	G-1, G-2	OK	Geometry: ok			Create a page at the beginning of the Scoring Protocols: Instructions about Materials, Preparations, Adaptations, Accommodations and Assistive Technology. KIM and ARAN to create draft
3.34.2	H			G-1, G-2	OK				
3.34.3	H			G-1, G-2	OK				

# Mathematics Review Comments – Grades 5-6

Math Task	Difficulty of Item	Committee Comments	General Comments	Alignment	ExGLE	Blind Review	Deaf Review	Scoring Implications	Changes Requested of DRA
			ExGLEs correct "single digits to 12"	OK					
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.				<b>NOTE: All directions have to be changed to match the Braille student materials, which will be different than the printed version</b>			
1.56A1	E			OK	N-2	Include a definition of what would be "assisted" for braille students.			
1.56A2	E			OK	N-2				
1.56A3	E			OK	N-2				
1.56A4	E			OK	N-2				
1.56A5	M			OK	N-2				
1.56B1	M			OK	N-3	same as 1.34			
1.56B2	M	Correction: Typo: "Sceond"		OK	N-3				Fix typo.
1.56B3	M			OK	N-3				
1.56B4	M	Card should have a label that says "Start." Directions could tell assessor to say, "Here is the start of the line." (SBAs have pictures of children lining up in front of something to show clearly what is the front of the line.) <b>Correction:</b> Lines in drawing of bird should match darkness and thickness of other pictures. <b>Correction:</b> Include "start here" on label and see General Directions included in 3/4.		OK	N-3				Same as instructions for 3.34.1 Create a page at the beginning of the Scoring Protocols: Instructions about Materials, Preparations, Adaptations, Accommodations and Assistive Technology. <b>Correction:</b> Lines in drawing of bird should match darkness and thickness of other pictures. <b>Correction:</b> Include "start here" on label and see General Directions included in 3/4.



## Mathematics Review Comments – Grades 5-6

1.56B5	M	Card should have a label that says "Start." Directions could tell assessor to say, "Here is the start of the line." (SBAs have pictures of children lining up in front of something to show clearly what is the front of the line.) <b>Correction:</b> Include "start here" on label and see General Directions included in 3/4. <b>Correction:</b> Lines in drawing of bird should match darkness and thickness of other pictures.	OK	N-3			Same as instructions for 3.34.1 Create a page at the beginning of the Scoring Protocols: Instructions about Materials, Preparations, Adaptations, Accommodations and Assistive Technology. <b>Correction:</b> Include "start here" on label and see <b>General Directions included in 3/4.</b> <b>Correction:</b> Lines in drawing of bird should match darkness and thickness of other pictures.
1.56B6	M	Correction: Include "start here" on label and see General Directions included in 3/4.	OK	N-3			
1.56C1	E	Changes picture of rock to another common object; not clear what the object is. <b>Correction:</b> Use a better picture of rock (science had same suggestion so can use the better rock developed in science)	OK	N-4	Objects not accessible. Actual objects could be used, or raised letters/shapes again.		Label the student materials on page 12 (the row of numbers to be used for pointing, if needed) with title: Accommodations for pointing.

# Mathematics Review Comments – Grades 5-6

1.56D1	M	Correction: Directions should say cut out flashcards 1-12 (not 1-15). <b>DRA can provide feedback to EED on whether this is a good change:</b> Change scoring so that any four correct in a row gets 1 point. Ex.: 2, 1, (3, 4, 5, 6,) 8, 7 <b>Is there some reason the cards are not presented in order in the SM for ease of cutting out? Possible to change?</b>		OK	N-1	Count Ok			<b>Correct</b> typo in directions at bottom of page 5, item 1.56D. "cut out the flashcards (1 - 15)" should read (1-12). Place the numbers 11 and 12 at the bottom of the two columns on Student Materials(page 14) for ease of cutting/preparing. <b>Correction:</b> place the numbers in order, and limit to 1 -12. Same font for numbers on all pages/tasks (the font with the open top numeral 4). <b>Correction:</b> Change scoring to allow one point for any sequence of 4 numerals in order. See ?s to Jerry column.
2.56.1	M			OK	E&C-2	simple addition, ok, except that problems are presented in horizontal format in braille (1+1=2			
2.56.2	M			OK	E&C-2				
2.56.3	M			OK	E&C-2				
2.56.4	M			OK	E&C-2				
2.56.5	M			OK	E&C-2				
2.56.6	M			OK	E&C-2				
2.56.7	M			OK	E&C-2				
3.56.1	M	Directions should say point to the "shape" or "number" as appropriate, instead of object. <b>Correction:</b> Point to the shape (number) that comes next in the pattern. And, Point to the shape (number) that comes next"		OK	F&R-1	Reproduce simple patterns OK			<b>Correction:</b> Directions should say point to the "shape" or "number" as appropriate, instead of object. <b>Correction:</b> Point to the shape (number) that comes next in the pattern. And, Point to the shape (number) that comes next" Combine these two instructions into one. "Your student may choose to write the answer on the line, point to the correct answer, or you may cut the choices out and allow the student to physically place the correct shape in the pattern."
3.56.2	D			OK	F&R-1				
3.56.3	M			OK	F&R-1				
3.56.4	M			OK	F&R-1				
3.56.5	M			OK	F&R-1				
3.56.6	M			OK	F&R-1				

# Mathematics Review Comments – Grades 5-6

3.56.7	D			OK	F&R-1			
4.56		<p>Graph in SM should be titled "Points Scored By Basketball Teams (other comment says points scored in basketball games)."</p> <p>Replace "Games" with "Teams." Re-label columns 1, 2, 3, and 4 as A, B, C, and D.</p> <p>Tell the student, "This graph shows the number of points scored by four teams in basketball games. I am going to ask you some questions about this graph. Which part of the graph shows the basketball teams?"</p> <p><b>Correction to student Materials:</b> New title: Points Scored in Basketball Games. New horizontal labels: Change 1,2, 3, 4, to <b>A, B, C, D.</b></p> <p><b>Change Games to Teams.</b></p> <p><b>Corrections to Scoring Protocol:</b> Make graph match changes made in student materials.</p> <p>Change directions to:</p> <p>Present the student with the simple graph located in the student materials section. Tell the student, This graph shows the number of points scored by four basketball teams. I am going to ask you some questions about this graph. Whichpart of the graph shows the basketball games? Then ask, "Which part of the graph shows the points</p>			Read simple graphs ok			<p>Graph in SM should be titled "Points Scored By Basketball Teams (other comment says points scored in basketball games)."</p> <p>Replace "Games" with "Teams." Re-label columns 1, 2, 3, and 4 as A, B, C, and D.</p> <p>Tell the student, "This graph shows the number of points scored by four teams in basketball games. I am going to ask you some questions about this graph. Which part of the graph shows the basketball teams?"</p> <p><b>Correction to student Materials:</b> New title: Points Scored by Basketball Teams</p> <p>New horizontal labels: Change 1,2, 3, 4, to <b>A, B, C, D.</b></p> <p><b>Change Games to Teams.</b></p> <p><b>Corrections to Scoring Protocol:</b> Make graph match changes made in student materials.</p> <p><b>Change directions to:</b> Present the student with the simple graph located in the student materials section. Tell the student, This graph shows the number of points scored by four basketball teams. I am going to ask you some questions about this graph. Which part of the graph shows the basketball games? Then ask, "Which part of the graph shows the points the basketball teams scored?"</p> <p>Continue prompting in the order presented below. Record the student's responses in the scoring box.</p>

# Mathematics Review Comments – Grades 5-6

4.56.1		Correction: Which part of the graph shows the basketball teams? SP answer: ID basketball team side.		OK	S&P-2				Correction: Which part of the graph shows the basketball teams? SP answer: ID basketball team side.
4.56.2	E	Correction: Which part of the graph shows the points the basketball teams scored? SP answer: ID basketball team side.	Note: Both math groups did not like the phrase "Which side of the graph?" Graph seems abstract.	OK	S&P-2				Correction: Which part of the graph shows the points the basketball teams scored? SP answer: ID basketball team side.
4.56.3	E	Correction: Which column is Team A? SP answer: ID Team A column.	Concern that items 3, 4, 5, and 6 are measuring the same thing <b>DRA feedback requested. Seems okay to EED as the points are small for each item in this section.</b>	OK	S&P-2			to reduce length of test, could consider reducing some of these duplicative items.	Correction: Which column is Team A? SP answer: ID Team A column.
4.56.4	E	Correction: Which column is Team D? SP: ID Team D column.		OK	S&P-2				Correction: Which column is Team D? SP: ID Team D column.
4.56.5	E	Correction: Which column is Team B? SP answer: ID team B column		OK	S&P-2				Correction: Which column is Team B? SP answer: ID team B column
4.56.6	E	Correction: Which column is Team C? SP answer: ID Team C column.		OK	S&P-2				Correction: Which column is Team C? SP answer: ID Team C column.
4.56.7	M	Correction: Which team scored the most points? (Wait for response) How many points did that team score? SP answer: Team with most points? (Team D), Number of points? (12)		OK	S&P-2				Correction: Which team scored the most points? (Wait for response) How many points did that team score? SP answer: Team with most points? (Team D), Number of points? (12)
4.56.8	M	Correction: Which team scored the least amount of points? (Wait for response) How many points did that team score? SP answer: Team with least points? (B), Number of points? (4)		OK	S&P-2				Correction: Which team scored the least amount of points? (Wait for response) How many points did that team score? SP answer: Team with least points? (B), Number of points? (4)

# Mathematics Review Comments – Grades 5-6

4.56.9	E	Correction: Which team teams show the same number of points scored? (Wait for response) How many points were scored by each of those teams? SP answer: Two teams with same points? (Team A and C), Points (8)		OK	S&P-2				Correction: Which team teams show the same number of points scored? (Wait for response) How many points were scored by each of those teams? SP answer: Two teams with same points? (Team A and C), Points (4)
4.56.10	D	Correction: Which teams show more than 10 points scored? (Wait for response) Which team shows less than 5 points scored? SP answer: Team with more than 10 points (Team D), Team with less than 5 points? (Team B)		OK	S&P-2				Correction: Which teams show more than 10 points scored? (Wait for response) Which team shows less than 5 points scored? SP answer: Team with more than 10 points (Team D), Team with less than 5 points? (Team B)
5.56A1	E			Correction for EED to ExGLEs: Terms shorter/longer are not in ExGLE. Add shorter/longer to [5/6] MEA-1	MEA-1	Same bigger, smaller, more Item 1, 2 ok			
5.56A2	M			OK	MEA-1				

## Mathematics Review Comments – Grades 5-6

[illegible]

# Mathematics Review Comments – Grades 5-6

6.56A1	E	<p>Change diamond to octagon. (The diamond is a square.)</p> <p>Put the directions to fold the grid in bold.</p> <p><b>Possible Correction:</b> <b>Need DRA Feedback.</b></p> <p>Diamond does seem to be considered a shape per a little web research. If DRA feels change to an octagon is appropriate, EED will add octagon to the 7/8 ExGLE. <b>Please notify us.</b></p> <p><b>Correction:</b> Directions - Bold the sentence: Fold the grid so the bottom 2 shapes do not show (oval and diamond are used for the grade 7/8 assessment). NOTE: When we bundle the assessments by grade level, this sentence will come out. Will we continue using diamond? or switch to octagon?</p>	OK	G-1	Identify shapes ok			Moot, because will bundle by grade level.
6.56A2	E		OK	G-1				
6.56A3	E		OK	G-1				
6.56A4	E		OK	G-1				
6.56A5	E		OK	G-1				
6.56A6	E		OK	G-1				
6.56A7	E		OK	G-1				
6.56B1	E		OK	G-2	same or different shapes ok			
6.56B2	E		OK	G-2				
6.56B3	M		OK	G-2	perimeter ok			
6.56C	D	<p>Correction: to Student Materials-Replace word "units" on drawing in SM with " inches" and make ratio of sides more appropriate</p>	OK	G-3				<p><b>Correction:</b> Change "unit" to "inches", make the ratio of lengths more approximate.Remove the diamond and oval from the 5/6 student materials and SP.</p>

# Mathematics Review Comments – Grades 7-8

Math Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Requested of DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.		ExGLE		NOTE: All directions have to be changed to match the Braille student materials, which will be different than the printed version		Change diamond to better shape (longer than it is wide).	Lack of consistent presentation. These numbers are italicized. Same comment in grade 3/4. Student with Asperger's, for example, would be distracted by change in appearance of numbers. <b>Correction:</b> Standardize format and font style for numbers throughout math ssessments or at least throughout a grade level. These numbers look very different from Page 24.
1.78A1	E			N-2	OK	same as 1.34			
1.78A2	E			N-2	OK				
1.78B1	M	Lack of consistent presentation. These numbers are italicized. Same comment in grade 3/4. Student with Asperger's, for example, would be distracted by change in appearance of numbers. <b>Correction:</b> Standardize format and font style for numbers throughout math ssessments or at least throughout a grade level. These numbers look very different from Page 24.		N-3	OK	place value ok			
1.78B2	M			N-3	OK				



# Mathematics Review Comments – Grades 7-8

1.78C1	E	Be consistent in terms. First statement refers to shapes. Questions refer to objects. Make picture black and white. Confusion about which part is the shaded part. <b>Correction:</b> Directions- Use the word "shape", not "objects." SM-delete light grey shading and use white. Use the work "black" instead of "shaded" (Directions and SP answer section)	9/10 group suggested using black instead of shaded.	N-5	OK	Identify fractions. This circle pattern is more difficult for a braille student. Could it be a square instead?		Be consistent in terms. First statement refers to shapes. Questions refer to objects. Make picture black and white. Confusion about which part is the shaded part. <b>Correction:</b> Directions- Use the word "shape", not "objects." SM-delete light grey shading and use white. Use the work "black" instead of "shaded" (Directions and SP answer section)
1.78C2	E	Correction: Directions-Use the word "shape", not "objects." SM-delete light grey shading and use white. Use the work "black" instead of "shaded" (Directions and SP answer section)		N-5	OK			Correction: Directions-Use the word "shape", not "objects." SM-delete light grey shading and use white. Use the work "black" instead of "shaded" (Directions and SP answer section)
1.78D1	E	First statement to student should be "Here are many different numbers on a number line" instead of "and a number line." <b>Correction:</b> Directions-in the first line, last word, delete "and" use "on" (Say, "Here are many different numbers on a number line.") SM- Indicate where to start in SM 1.78D- Ordering - Pictures) -Put the words "Start here" in front of the first picture.		N-4	OK	Items 1 -3 ok		<b>Correction:</b> Directions- in the first line, last word, delete "and" use "on" (Say, "Here are many different numbers on a number line.") SM- Indicate where to start in SM 1.78D-Ordering - Pictures) - <b>Put the words "Start here" in front of the first picture.</b>
1.78D2	M			N-4	OK			
1.78D3	E			N-4	OK			
1.78D4	M	Put a "Start" at the beginning of the pictures.		N-4	OK	not accessible. Any picture description would give away the answer.		Put a "Start" and/or arrow at the beginning of the pictures.
1.78D5	M			N-4	OK			

## Mathematics Review Comments – Grades 7-8

1.78E	Difficulty of Item	Directions should tell assessor to cut strips out so that students don't look at the numbers in terms of columns. <b>Correction:</b> directions- Cut out strips of numbers.		N-7	OK	skip patterns ok			<b>Correction:</b> directions- Cut out strips of numbers, or use a paper to mask the items not being used.
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# Mathematics Review Comments – Grades 7-8

1.78F	E	<p>Should get point for any correct sequence of 5 numbers.</p> <p>Correction: 1.78F - Count directions. Before Say, add directions to cut out the number cards 1 through 20.</p> <p><b>Correction:</b> add sentence to Directions: Cut out the number cards 1 - 20 in the student materials. <b>Need DRA Feedback: Committee recommends different point structure for 1.78F "should get point for any correct sequence of 5 numbers." This item looks like it should be numbered as 4 items under 1.78F</b></p>	<p>Alignment OK, but question about whether ExGLE [7/8] N-1 should say only to 20 because test is only asking to count to 20. <b>EED response: 7/8 - N-1- Counting to 20 or above. (This means that it is okay to assess the skip counting above 20 in 1.78E.)</b></p>	N-1	OK	ok			<p><b>Correction:</b> Put numbers in order for QA to cut out. Add sentence in the Directions (at the top): Count out the number cards 1 -20 in the student materials.</p>
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# Mathematics Review Comments – Grades 7-8

2.78.1	M	Possible correction: Committee shows $12 + 11 = 23$	EED Comment: Can't tell if group recommended all problems be with double digits. The <b>Possible Corrections</b> reflects numbers that were written in on SP answer page. Are the committee recommendations too hard? Should we keep variety as currently included on test? <b>Need DRA Feedback:</b> Seems that have some single digits is acceptable to provide a range of problems. The ExGLE says 7/8 E&C-2 Performing double digit addition and subtraction without regrouping.	E&C-2	OK	Double digit addition and subtraction ok			<b>EED Comment:</b> Can't tell if group recommended all problems be with double digits. The <b>Possible Corrections</b> reflects numbers that were written in on SP answer page. Are the committee recommendations too hard? Should we keep variety as currently included on test?
2.78.2	M	Possible correction: committee shows $10 + 16 = 26$		E&C-2	OK				Leave as $10 + 6$ (easy item)
2.78.3	M	<b>Possible correction:</b> committee shows $13 + 25 = 38$		E&C-2	OK				

# Mathematics Review Comments – Grades 7-8

2.78.4	M	<b>Possible correction:</b> committee shows 23+42=65		E&C-2	OK with correction				
2.78.5	M	Correction: Original problem required regrouping; change to 14 + 15. SM-Typo with original problem in SM. But SM should change to reflect new problem of 14 + 15=29		E&C-2	OK with correction				

# Mathematics Review Comments – Grades 7-8

2.78.6	D	Correction: 1 in SM in wrong place. <b>Possible Correction:</b> Committee shows new problem of $32-21=11$		E&C-2	OK				
2.78.7	D	Possible correction: committee shows $59-19=40$		E&C-2	OK				
3.78A1	E	Directions to student should say point to the shape or number as appropriate, not to object. <b>Correction: Directions-</b> Point to the shape (number) that comes next in the pattern. Point to the shape (number) that comes next.		F&R-1	OK	simple patterns ok			<b>Correction: Directions-</b> Point to the shape (number) that comes next in the pattern. Point to the shape (number) that comes next. (See changes identified in 5/6 directions)
3.78A2	E			F&R-1	OK				
3.78A3	M			F&R-1	OK				
3.78B1	M	Appearance of squares in SM should be corrected; Asperger's students would dwell on fact that squares don't look balanced. <b>Correction:</b> The square on the left side of SM is not balanced within the rectangular card (see SM). The square on the right side is balanced and fine.		F&R-2	OK	The square and the circle are ok, the star is not very accessible in a raised diagram, but a triangle could be substitute. Then instead of "taking away" the figures could be "covered" and the questions asked.			<b>Correction:</b> The square on the left side of SM is not balanced within the rectangular card (see SM). The square on the right side is balanced and fine.
3.78B2	M			F&R-2	OK				
3.78B3	M			F&R-2	OK				
3.78B4	D			F&R-2	OK				

# Mathematics Review Comments – Grades 7-8

3.78C1	M			F&R-3	OK	This is ok except that the math symbols + and - do not ever appear in isolation in braille. Each equation could be written both way and the student asked which is correct ( $7+4=3$ or $7-4=3$ )		
3.78C2	D			F&R-3	OK			
		<p><b>Corrections and committee comments:</b>            Bias: SM and directions: Change title to "Favorite Animals" since not all students will recognize these animals as pets. SM-Bird is too light. Turn the fish to face the same way as the other animals.            Directions-Change side to part. Change pets to animals. Here is a graph about students' favorite animals. I'm going to ask you some questions about this graph. Which part of the graph represents the number of students? Which part of the graph represents animals?</p>				<p>No pictures here and the graph would have to be complete in the raised form. No placing of bars. Item 6 "place the fish column" would be n/a unless you come up with a different question.</p>		<p><b>Corrections and committee comments:</b>            Bias: SM and directions: Change title to "Favorite Animals" since not all students will recognize these animals as pets. SM-Bird is too light. Turn the fish to face the same way as the other animals. SP Directions-Change "side" to "part". Change pets to animals. Here is a graph about students' favorite animals. I'm going to ask you some questions about this graph. Which part of the graph represents the number of students? Which part of the graph represents animals? <b>Correction:</b> Apply standardized listing of directions for listing the items.</p>
4.78.1	E	Correction: Which part of the graph represents the number of students?		S&R-1	OK			Correction: Which part of the graph represents the number of students?
4.78.2	E	Correction: "Which part of the graph represents animals?"		S&R-1	OK			Correction: "Which part of the graph represents animals?"

# Mathematics Review Comments – Grades 7-8

4.78.3	E	Correction: Which column is the cat column? (Note: column is misspelled in directions)		S&R-1	OK				Correction: Which column is the cat column? (Note: column is misspelled in directions)
4.78.4	E			S&R-1	OK				
4.78.5	E			S&R-1	OK				
4.78.6	E			S&R-1	OK				
4.78.7	M	Correction: "Which is the favorite animal?" (Wait for response) "How many students like that animal?" (change answer section of SP as well)		S&R-1	OK				Correction: "Which is the favorite animal?" (Wait for response) "How many students like that animal?" (change answer section of SP as well)
4.78.8	M	Correction: "Which is the least favorite animal?" (Wait for response) "How many students like that animal?" (change answer section of SP as well)		S&R-1	OK				Correction: "Which is the least favorite animal?" (Wait for response) "How many students like that animal?" (change answer section of SP as well)
4.78.9	M	Correction: "Which 2 animals are liked equally (the same amount)? Change SP answer section also.		S&R-1	OK				Correction: "Which two animals are liked equally (the same amount)? Change SP answer section also.
4.78.10	D			S&R-1	OK				
5.78A1	E			MEA-1	OK	OK -- a braille calendar can be substituted raised lines, raised clock faces			<b>Corrections:</b> Apply item list standardized formatting
5.78A2	E			MEA-1	OK				
5.78A3	M			MEA-1	OK				



# Mathematics Review Comments – Grades 7-8

5.78A4	M	Possible Correction: 5 lines instead of 7.	9/10 group suggested 5 lines. <b>DRA feedback:</b> <b>Do we need 7 lines - seems excessive.</b>	MEA-1	OK				Possible Correction: 5 lines instead of 7.
5.78A5	M			MEA-1	OK				
5.78A6	M			MEA-1	OK				

# Mathematics Review Comments – Grades 7-8

5.78A7	M	<p>Corrections: Change "evening" to "night" on first card and change time to 7:00 PM.</p> <p>Change time on morning card to 9:00 AM.</p> <p>"Which clock shows the time of day many students are at school?"</p>	<p>Students who are very literal will be confused about the time "you" get ready.. 9/10 group went for "some students". Most students?</p>	MEA-1	OK		<p>Perhaps say "which clock shows the time of day the boy gets redy for school?"</p> <p>Several of our students stated during their testing that they didn't get up at the time .. Or whatever... they took the direction very literal. Just a thought. It may not be a problem for others.</p>		<p>Corrections: Change "evening" to "night" on first card and change time to 6:00 PM.</p> <p>Change time on morning card to 9:00 AM.</p> <p>"Which clock shows the time of day many students are at school?" (9:00 AM)</p>
5.78A8	M	<p>"Which clock shows the time of day many students get out of school?"</p>		MEA-1	OK				<p><b>Corrections:</b> "Which clock shows the time of day many students get out of school?" (3:00 PM)</p>

# Mathematics Review Comments – Grades 7-8

5.78A9	M	"Which clock shows the time of day many students eat dinner?"		MEA-1	OK				<b>Corrections:</b> "Which clock shows the time of day many students eat dinner?"( 6:00 PM)
		Correction: To maintain formatting consistency, move the notes about using real money, etc. next to Identify Money's title.				Ok if actual coins are used. Bills are inaccessible to blind students. So whatever way they have been taught to use money (usually folding bills uniquely) should be used in testing. We can also creat "fake" bills -- rectangels with brailled number in one corner for 1, 3, 10, 20.			Correction: To maintain formatting consistency, move the notes about using real money, etc. next to Identify Money's title, place in parentheses, remove the asterisk"
5.78B1	M			MEA-2	OK				
5.78B2	D			MEA-2	OK				
5.78C1	E			MEA-3	OK				Correction: To maintain formatting consistency, move the notes about using real money, etc. next to Identify Money's title, place in parentheses, remove the asterisk"
5.78C2	E			MEA-3	OK				
5.78C3	E			MEA-3	OK				
5.78C4	E			MEA-3	OK				
6.78A1	E			G-1	OK	1 - 6 ok			
6.78A2	E			G-1	OK				
6.78A3	E			G-1	OK				
6.78A4	E			G-1	OK				
6.78A5	E			G-1	OK				

# Mathematics Review Comments – Grades 7-8

6.78A6	E	Discussion that diamond is not a math shape. Change the ExGLE to remove diamond and use an octogon instead. <b>Possible correction:</b> Possible Correction: <b>Need DRA Feedback.</b> Diamond does seem to be considered a shape per a little web research. If DRA feels change to an octagon is appropriate, EED will add octagon to the 7/8 ExGLE. Please notify us. <b>ExGLE 7/8 G-1 Identifying basic geometric shapes (triangle, circle, square, rectangle, diamond, and oval).</b>	Diamond comment in 5/6 also	G-1	Suggestion to change ExGLE to get rid of diamond.				<b>Correction:</b> Elongate the diamond shape. <b>Correction:</b> Apply standardized instructions formatting with each item in separate line.
6.78A7	E	Correction: Place ball under the table better.		G-5	OK	7-8: Picture would have to be described, which would give away the answer			Correction: Place ball under the table better.
6.78A8	E			G-5	OK				
6.78B1	E			G-2	OK	Change star to circle			
6.78B2	E			G-2	OK				
6.78B3	E	Possible Correction: Change stars to octogons and students match octogons.	<b>Need DRA Feedback . Do you feel strongly that star is a shape worth keeping over octagon. Let's discuss, EED can add octagon to the ExGLEs. The ExGLE for this item is 7/8 G-2 Matching a shape</b>	G-2	OK				Correction: Use Star. July 23, 2009
6.78C1	D	Change "line segment" in SM to inch and reduce graphic to correct scale. <b>Correction:</b> SM-Change "1 line segment" to 1 inch. Reduce line graphic to match the line sizes in the table of 16 squares.		G-4	OK	Ok, but more difficult without vision			<b>Correction:</b> SM-Change "1 line segment" to 1 inch. Reduce line graphic to match the line sizes in the table of 16 squares.

# Mathematics Review Comments – Grades 9-10

Math Task	Difficulty of Item	Committee Comments	General Comments	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Requested of DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.				NOTE: All directions have to be changed to match the Braille student materials, which will be different than the printed version			
		Reminder that we want to include standard instructions at the beginning of each test, General Instructions, that include information about reading number lines left to right even though we will want to label them "Start Here" for clarity, have instructions about adapting materials, that accommodations need to be on IEP, other instructions?		N-1					
1.910A1	M/H	Comments again about need for consistent, simple block font <b>Correction:</b> Need consistent font throughout assessment or consistent throughout a grade band.	ExGLE should be changed to id place values of ones, tens, and hundreds <b>ExGLE 9/10 N-1 Identifying place value of hundreds</b> (add ones and tens?)	N-1	OK	Place value ok			
1.910A2	M/H			N-1	OK				
1.910A3	M/H			N-1	OK				
1.910A4	M/H			N-1	OK				
1.910B1	E/M	Correction: Use black and white (SM) and word black instead of shaded (*SP directions and answer section)		N-3	OK	Identify fractions, circle pattern is more difficult for a braille student, could it be a square instead?			Correction: Use black and white (SM). SP: Point to the object that is completely black.
1.910B2	E/M	Correction: Use black and white (SM) and word black instead of shaded (*SP directions and answer section)		N-3	OK				Correction: Use black and white (SM). SP: Point to the object that is 1/2 black.

# Mathematics Review Comments – Grades 9-10

1.910B3	H	Correction: Use black and white (SM) and word black instead of shaded (*SP directions and answer section)		N-3	OK			Correction: Use black and white (SM). SP: Point to the object that is 1/4 black.
1.910B4	H	Correction: Use black and white (SM) and word black instead of shaded (*SP directions and answer section)		N-3	OK			Correction: Use black and white (SM). SP: Point to the object that is 3/4 black.
1.910C1	H (M w/consecutive numbers)	Use consecutive numbers. Another comment on font. <b>Correction:</b> Choose a consistent font for numerals. Use consecutive numbers for ordering: 12, 13, 14, 15 or 15, 16, 17, 18	EED to DRA for Feedback - possible to have two sets of ordering numbers here, consecutive numbers for a medium difficulty and non-consecutive numbers for a difficult item? ExGLE 9/10 N-2 Ordering numbers for smallest to largest.	N-2	OK	order numbers ok		Use consecutive numbers. <b>Correction:</b> Choose a consistent font for numerals. Use consecutive numbers for ordering: 12, 13, 14, 15 or 15, 16, 17, 18
2.910A1	H			E&C-1	OK	round numbers ok		
2.910A2	H			E&C-1	OK	double digit, etc ok		
2.910A3	H			E&C-1	OK			

# Mathematics Review Comments – Grades 9-10

2.910B1	H		As an accommodation, can manipulatives be used for addition, subtraction, and multiplication? If so, how to make it clear? Does it need to be in the IEP? <b>EED response, DRA feedback: Seems this should be in the General Instructions and accommodations should be on IEP and in use instructionally prior to use on test.</b>	E&C-2	OK				<b>Correction:</b> Add to instructions permission to use manipulatives
2.910B2	M			E&C-2	OK				
2.910B3	M			E&C-2	OK				
2.910B4	H			E&C-2	OK				
2.910B5	H			E&C-3	OK				
2.910B6	H			E&C-3	OK				
3.910A1	M	Directions should state that strips can be cut apart so students can manipulate answer cards. Teachers need to cut the shapes to fit into the available space. <b>Correction:</b> Add to directions that strips and answer cards need to be cut out to allow students the ability to manipulate the answer cards.		F&R-1	OK	patterns ok			Directions should state that strips can be cut apart so students can manipulate answer cards. Teachers need to cut the shapes to fit into the available space. See other grades re: masking) <b>Correction:</b> Add to directions that strips and answer cards need to be cut out to allow students the ability to manipulate the answer cards. or masked.
3.910A2	M			F&R-1	OK				
3.910A3	H			F&R-2	OK				
3.910A4	M			F&R-2	OK				
3.910A5	H			F&R-1	OK				
3.910A6	H			F&R-1	OK				

# Mathematics Review Comments – Grades 9-10

3.910.B1	H		As an accommodation, can pictures replace numbers for all the equations in 3.910B? Such as pictures of 3 apples on one side and 6 apples on the other. The ExGLE says students understand the symbols. <b>ExGLE 9/10-F&amp;R-3 Demonstrating an understanding of symbols =, +, -, &lt;, &gt;</b> <b>EED Comment and DRA Feedback requested: I see the point of the comment, but This seems like a possible modification. How does substituting pictures work? It would need manipulatives wouldn't it: 7 apples - 4 apples = 3. Maybe a mix of numbers and pictures?</b>	F&R-3	OK	This is ok except that the math symbols + and - do not ever appear in isolation in braille. Each equation could be written both way and the student asked which is correct ( $7+4=3$ or $7-4=3$ )			
3.910.B2	H			F&R-3	OK				
3.910.B3	H			F&R-3	OK				
3.910.B4	H			F&R-3	OK				



# Mathematics Review Comments – Grades 9-10

4.910.1	M	<p>Corrections and Committee Comments: Change SM as follows: "Here is a graph showing how much rain falls in a year in four cities in Alaska. This rain fall is measured in inches. The four cities in the state are Barrow, Fairbanks, Anchorage, and Juneau. Change graph title to: "Rain in Alaska" and make font larger Replace regional names at the bottom of the graph with Barrow, Fairbanks, Anchorage, and Juneau. Beneath the city names under the columns, replace "Areas of Alaska" with "Cities of Alaska." Add graphics for non-readers - see suggestions in Column D Change graph at bottom of page to match SM.</p>	There is also a suggestion to use graphics along with the titles, such as rain drops next to inches on the side and city graphics under the city names, for students who are not readers.	S&P-1	OK	ok			<p>Corrections: Put directions in standardized Item list as discussed earlier. <b>Corrections</b> and Committee Comments: Change SM as follows: "Here is a graph showing how much rain falls in a year in four cities in Alaska. This rainfall is measured in inches. The four cities in the state are Barrow, Fairbanks, Anchorage, and Juneau. Change graph title to: "Rain in Alaska" and make font larger. Replace regional names at the bottom of the graph with Barrow, Fairbanks, Anchorage, and Juneau. Beneath the city names under the columns, replace "Areas of Alaska" with "Cities of Alaska." Add graphics for non-readers - see suggestions in Column D Change graph at bottom of page to match SM.</p>
4.910.2	H	Corrections "Which part of the graph shows the cities of Alaska?"		S&P-1	OK				Corrections "Which part of the graph shows the cities of Alaska?"
4.910.3	H	Corrections Which part of the graph shows the inches of rain?		S&P-1	OK				Corrections Which part of the graph shows the inches of rain?
4.910.4	H	Corrections: "A column is one of the shaded bars on the graph. What column is Barrow?"		S&P-1	OK				Corrections: "A column is one of the shaded bars on the graph. What column is Barrow?"
4.910.5	H	Corrections: "How many cities in Alaska, or columns, are on the graph?"		S&P-1	OK				Corrections: "How many cities in Alaska, or columns, are on the graph?"
4.910.6	H	<b>Corrections:</b> "Which column is Anchorage?"		S&P-1	OK				<b>Corrections:</b> "Which column is Anchorage?"
4.910.7	H			S&P-2	OK				
4.910.8	H			S&P-2	OK				<b>Suggestion:</b> Consider readability of the numbers in the columns, xeroxing, etc. Perhaps type the numbers in bold black above the column bars?

## Mathematics Review Comments – Grades 9-10

4.910.9	H	Corrections: "Which city, or column, receives the most rain?" (Wait for response) "How much rain does it receive?"		S&P-2	OK			Corrections: "Which city, or column, receives the most rain?" (Wait for response) "How much rain does it receive?"
4.910.10	H	Corrections: "Which city, or column, receives the least amount of rain? (Wait for a response) How much rain falls there?"		S&P-2	OK			Corrections: "Which city, or column, receives the least amount of rain? (Wait for a response) How much rain falls there?"
		Corrections to SP answer section: Item 2 - ID City part of graph Item 3 - ID inches part of graph Item 4-ID Barrow column Item 6-ID Anchorage Column Item 9-which city receives the most rain? (Juneau) Item 10 - Which city receives the least rain? (Barrow)						Corrections to SP answer section: Item 2 - ID City part of graph Item 3 - ID inches part of graph Item 4-ID Barrow column Item 6-ID Anchorage Column Item 9-which city receives the most rain? (Juneau) Item 10 - Which city receives the least rain? (Barrow)

# Mathematics Review Comments – Grades 9-10

		<p>Change questions to account for the fact that what is considered cold in one area is not necessarily considered very cold elsewhere.</p> <p>Graphic should have taller thermometers and there must be an even, consistent scale from 0 to 70.</p> <p><b>Correction:</b> Directions- Separate the Thermometer and Measuring lines sections with titles like "Temperature" and "Distance and Length" (or something like that), and "Time"</p> <p><b>Corrections:</b> SM - Make much larger thermometers and keep the scale consistent, and you might want to go below zero. Jump by 5 degrees or 10 degrees and keep it consistent on all therm.</p>	<p>How to write the question so that zero degrees is clearly the right answer instead of 30 degrees? " . . . And people would wear their warmest clothing?"</p> <p>Regional Bias: Example in Barrow or Fairbanks 0 degrees can feel pretty warm after -50 and -75 degrees! and People certainly do not wear their warmest clothing at that temp. Perhaps taking out the references to clothing since that is subjective and regional. Just ask which is the coldest temperature? or which thermometer shows a winter temperature?</p>					<p>Change questions to account for the fact that what is considered cold in one area is not necessarily considered very cold elsewhere.</p> <p>Graphic should have taller thermometers and there must be an even, consistent scale from 0 to 70.</p> <p><b>Correction:</b> Directions- Separate the Thermometer and Measuring lines sections with titles like "Temperature" and "Distance and Length" (or something like that), and "Time"</p> <p><b>Corrections:</b> SM - Make much larger (maybe fill the page) thermometers and keep the scale consistent, show temps below zero. Jump by 5 degrees or 10 degrees and keep it consistent on all therm. Place all the numbers on one side.</p> <p><b>Correction:</b> apply standardized directions format of items in list.</p>	
5.910A1	H	<p>"Which thermometer shows the temperature when it would be winter and people would wear warm clothing?"</p> <p><b>Corrections:</b> Which thermometer shows the coldest temperature? (0)</p>		MEA-1	OK	1-3 Blind students cannot access a thermometer. The pictures may need to be described. The rest is ok			

# Mathematics Review Comments – Grades 9-10

5.910A2	H	"Which thermometer shows the temperatures when it would be summer and people would wear summer clothing?" <b>Correction:</b> Which thermometer shows the warmest temperature? (70)		MEA-1	OK				
5.910A3	H	OK		MEA-1	OK				
5.910A4	H	It is not clear from the layout that a different set of items follow the temperature items and preceding the clock items. Use only five lines and place the lines that are the same closer to each other. Label the lines Line A, B, etc, instead of Line 1, etc. <b>Corrections:</b> Keep the layout the same for Distance/Lenght section as Temperature and Time is in. Do not embed the item questions in the paragraph of directions. Use 5 lines instead of 7 to make the page less cluttered. Change Line labels to Alpha so as to not be confused with the numerical inches (too many numbers)	<b>DRA Feedback Needed:</b> As an accommodation, can teachers cut the lines out so students can manipulate them or use a set of manipulatives like Cuisinart Blocks? <b>EED thinks this sounds fine. We need to insert a brief direction and include in the General Directions in beginning.</b>	MEA-1	OK				It is not clear from the layout that a different set of items follow the temperature items and preceding the clock items. Use only five lines and place the lines that are the same closer to each other. Label the lines Line A, B, etc, instead of Line 1, etc. <b>Corrections:</b> Keep the layout the same for Distance/Length section as Temperature and Time is in. Apply standardized SP directions with Items in list format. Use 5 lines instead of 7 to make the page less cluttered. Change Line labels to Alpha so as to not be confused with the numerical inches (too many numbers)
5.910A5	H	Correction: Fix the questions under Directions to match the Answer section. None of them appear to match so it is hard to determine whether the questions are the new cousin items, or the answer section represents the new cousin items.		MEA-1	OK				Correction: Fix the questions under Directions to match the Answer section. None of them appear to match so it is hard to determine whether the questions are the new cousin items, or the answer section represents the new cousin items.

# Mathematics Review Comments – Grades 9-10

5.910A6	H	Teacher script does not match up with scoring table. <b>Correction:</b> Make the script and answer sections match.		MEA-1	OK				Teacher script does not match up with scoring table. <b>Correction:</b> Make the script and answer sections match.
5.910A7	M	Correction: "Which clock shows the time of day some students get ready for school?"	Same comment about "you" as in 7/8. Use "some students" or "most students"?	MEA-1	OK				Correction: "Which clock shows the time of day some students get ready for school?"
5.910A8	M	Correction: "Which clock shows the time of day some students get out of school?"		MEA-1	OK				Correction: "Which clock shows the time of day some students get out of school?"
5.910A9	M	Correction: "Which clock shows the time of day some students eat dinner?" Shouldn't this clock be re-labeled to say "night" instead of evening like 7/8?		MEA-1	OK				Correction: "Which clock shows the time of day some students eat dinner?" Shouldn't this clock be re-labeled to say "night" instead of evening like 7/8?
5.910B1	H	Correction: Move the NOTE: Please use color materials or real money when possible up to the top of this section.		MEA-2	OK	Ok if actual coins are used. Bills are inaccessible to blind students. So whatever way they have been taught to use money (usually folding bills uniquely) should be used in testing. We can also creat "fake" bills -- rectangels with brailled number in one corner for 1, 3, 10, 20.			Correction: Move the NOTE: Please use color materials or real money when possible up to the top of this section.
5.910B2	H			MEA-2	OK				
5.910B3	H			MEA-2	OK				
		Correction to Answer Section of SP: Make changes here that match the revised questions.		G-1		Ok except for the star -- perhaps a larger star would be more accessible for the blind student			Correction to Answer Section of SP: Make changes here that match the revised questions.
6.910A1	E	OK		G-1	OK				OK
6.910A2	H	correction: cirlee is misspelled, change to "circle"		G-1	OK				correction: cirlee is misspelled, change to "circle"

# Mathematics Review Comments – Grades 9-10

6.910A3	E	<p>Replace the right triangle with another polygon. Right triangle should not be used in the alternate. "Which shape is a triangle?"</p> <p><b>Correction:</b> Delete right triangle in SM. Use a pentagon, or an octagon, or a hexagon instead of right triangle. "Which shape is a triangle?"</p>	ExGLE 9/10 For Items 1-8 is: G1 Identifying or describing attributes of shapes (e.g. points, sides, edges, etc.)	G-1	OK				<p>Replace the right triangle with another polygon. Right triangle should not be used in the alternate. "Which shape is a triangle?"</p> <p><b>Correction:</b> Delete right triangle in SM. Use a pentagon, or an octagon, or a hexagon instead of right triangle. "Which shape is a triangle?"</p>
6.910A4	M	<p>"How many sides does a triangle have?"</p> <p><b>Correction:</b> "How many sides does a triangle have?"</p>		G-1	OK				<p>"How many sides does a triangle have?"</p> <p><b>Correction:</b> "How many sides does a triangle have?"</p>
6.910A5	E	<p>"Which shape is a rectangle?"</p> <p><b>Correction:</b> "Which shape is a rectangle?"</p>		G-1	OK				<p>"Which shape is a rectangle?"</p> <p><b>Correction:</b> "Which shape is a rectangle?"</p>
6.910A6	M	<p>"How many sides does a rectangle have?"</p> <p><b>Correction:</b> "How many sides does a rectangle have?"</p>		G-1	OK				<p>"How many sides does a rectangle have?"</p> <p><b>Correction:</b> "How many sides does a rectangle have?"</p>
6.910A7	E	<p>"Which shape is a star?"</p>		G-1	OK				<p>"Which shape is a star?"</p>
6.910A8	M	<p>"How many points does the star have?" Note change of "a star" to "the star." delete outer points. Should be "the" start to make it specific to the star in front of the student, word "a" could be confusing for autistic child.</p> <p><b>Corrections:</b> "How many points does the star have?"</p>		G-1	OK				<p><b>Corrections:</b> "How many outer points does the star have?"</p>

## Mathematics Review Comments – Grades 9-10

		<p>Redo cards as symbols for equations make no sense with shapes.</p> <p>Replace cards with 3 cards with 2 shapes per card. One card has 2 triangles the same size.</p> <p>One card has a small circle and a larger circle.</p> <p>One card has a large square and a smaller square.</p> <p><b>Correction to Student Materials:</b> Make new sets of cards.</p> <p>For = sign, use 2 equal sized triangles. triangle 1 = triangle 2</p> <p>For &gt; sign, use a Large Circle and a small circle, Circle 1 &gt; Circle 2</p> <p>For &lt; sign, use a Small Square and a large square, Square 1 &lt; Square 2</p>							<p>Change ExGLE and replace "equal to" with "congruent"</p>			<p><b>Correction to Student Materials:</b> Make new sets of cards.</p> <p>For = sign, use 2 equal sized triangles. traingle 1 = triangle 2</p> <p>For &gt; sign, use a Large Circle and a small circle, Circle 1 &gt; Circle 2</p> <p>For &lt; sign, use a Small Square and a large square, Square 1 &lt; Square 2</p>	
		<p>Correction to Directions: Pull out the questions in the paragraph, line them up like Describe and Compare Shapes. This is a format issue that should be applied throughout all the</p>											<p>Apply Standardized SP Formatting: List items</p>
6.910B1	M	<p>"Which card shows shapes that are the same size?"</p> <p><b>Possible Correction:</b></p> <p>"Which card shows shapes that are the same size?"</p>	<p><b>DRA Feedback:</b> It looks like the recommended questions from the committee are dodging the construct which is to read the symbol. For example Item 1 recommendation which shapes are the same size, should we be using the term equal to each other? Or is same size okay?</p>	G-2		<p>This will be very difficult for the blind student to estimate the size of the objects but if the large shape is huge and the small shape tiy, maybe. Or maybe guide lines can be added to the top and bottom of the larger figure.</p>						<p>Kim and Aran will play with sample student materials on May 11. Kim bring samples of manipulatives.</p>	
6.910B2	M	<p>"Which sqaure is smaller than the other square?"</p> <p><b>Correction:</b> "Which circle is larger than the other circle?"</p>		G-2	OK								
6.910B3	M	<p>"Which sqaure is smaller than the other square?"</p> <p><b>Correction:</b> "Which square is smaller than the other square?"</p>		G-2	OK								

# Mathematics Review Comments – Grades 9-10

		Correction to Directions: Need to pull out question from paragraph, into Item 1 question and Item 2 question. Looks like there is only one question in the directions.						Apply Standardized SP Formatting: List items
6.910C1	H	"Which image shows a line of symmetry. <b>Correction:</b> "Which image shows a line of symmetry that divides the image into equal halves?"		G-4	OK	Lines of symmetry ok		<b>Correction:</b> "Which image shows a line of symmetry that divides the image into equal halves?"
6.910C2	H	<b>Correction:</b> "Which image shows a line of symmetry that divides the		G-4	OK			<b>Correction:</b> "Which image shows a line of symmetry that divides the image into equal
6.910D	H	"All four sides of this square make up the perimeter or outside of this shape. Use a ruler to measure the distance <b>around the outside of this shape.</b> " <b>Correction:</b> "All four sides of this square make up the perimeter or outside of this shape. Use a ruler to measure the distance around the outside of this shape."		G-5	OK	A braille ruler would have to be provided		<b>Correction:</b> "All four sides of this square make up the perimeter or outside of this shape. Use a ruler to measure the distance around the outside of this shape."



# Science Review Comments – Grade 4

Science Task	Item Difficulty	Committee Comments - CONTENT (includes comments on Directions, Scoring Protocol, and Student Materials)	Committee Comments BIAS	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes for DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.				In general, this is not a good test for a blind child since it is totally picture based. Picture descriptions would have to be standardized in the protocol			The Committee did not like the picture of a single rock. See Task 1.4, item 2. They would like a more rock-looking rock. This picture is throughout the test, and should be changed in all instances.
		<b>Corrections:</b> The Content/Bias group made comments that included solutions to the errors they discovered. Treat them as corrections.					Throughout the Science test, Use the Conifer Trees (see page 6), find another picture of a rock and replace throughout the student materials, and do not use Maple Leaf (instead use Cottonwood or Alder leaf). In general, eliminate soft lined pictures (see bird on Item 2.4.3) and use strong bold lined pictures (the whale on 2.4.1)		
PS 1.41	E	Doesn't align well. Asking for an identification of common object vs a characteristic. Solution: Which picture shows part of a tree? Change question. Change pictures to: rock, leaf, camera. Change tree to pine tree or conifer. Leaf should be an alder or cottonwood. If the plant picture is kept, change plant to a flower, looks like a palm.	Cultural	SB1.1	Not OK as is-Solution provided to create alignment	N?A - picture based	Which picture shows soil? The sign for soil is dirt. If you want soil then an explanation would be needed for the interpreter to fingerspell s-o-i-l. Then you run into the problem of understanding spelling rather than reading / hearing the word		Questions: Which picture shows part of a tree? Change pictures to: Alder or Cotton Wood Leaf, Camera, Rock. (be sure leaf can not be confused with a feather.
PS 1.42	E	Instead of a tree, use something like a pencil, barrel, bench. Throughout pictures, do not use this rock. Find a better rock picture.	Inappropriate/Inaccessible. Use more day to day objects and better examples.	SB1.1	OK	you could just give the words and get a verbal answer			Keep the picture of basketball. Find a better rock picture, and replace tree with a picture of a pencil.

# Science Review Comments – Grade 4

PS 1.43	M	Change lamp to lightbulb and switch plate	Experiential. Phone is old-fashioned to children. Use a cordless or cell phone.	SB2.1	OK-fix SM pictures	you could just give the words and get a verbal answer			Change the lamp to a picture of a Switch plate on a wall and a ceiling light. Change phone to cell phone.
PS 1.44	M+	Change picture of snow cone to icicle. Change label of tea kettle picture to steam (because there is water inside kettle. Add an arrow pointing to the steam.	Cultural. Snow cones just not something kids see. Solution provided in SM.	SB3.1	OK-fix SM pictures	Depends on whether the student would identify a "snow cone" by name only			Change picture of snowcone to icicle hanging from roof, change tea kettle label to "steam" and add arrow to the steam fog.
PS 1.45	E	OK		SB3.1	OK	ok			
PS 1.46	H	Change wagon to a sled with a rope. Handle leaning back is also a wagon issue, let the sled's rope handle dangle in front of sled.	Cultural: Wagon is old fashioned.		OK	Seems to me you could move all three of these by pulling. I don't know how much experience a blind child would have with pulling a wagon			Change question to : "Which one can you move by pulling?" Change wagon to a sled with a rope. Handle leaning back is also a wagon issue, let the sled's rope handle dangle in front of sled.
LS 2.41	E	Change cows to dogs. Question gives away answer. Change question to: Which picture shows a puppy's parents?		SC1.1	OK with changes	ok			Change cows to dogs. Question gives away answer. Change question to: Which picture shows a puppy's parents?
LS 2.42	M	Eliminate two parents, change to: parents. Polar bear picture looks like an adult. Change to baby bear picture.. Change polar bear label to: bear	Cultural - Don't always have 2 parent families.	SC1.1	OK with changes	ok			Eliminate two parents, change to: parents. Polar bear picture looks like an adult. Change to baby bear picture. Change polar bear label to: bear. Change Rock.

# Science Review Comments – Grade 4

LS 2.43	M	Change Whale picture and label to a Fish. Monkey picture is fine. Change bird picture to a Lion (use lion picture from Item 4). (If keep bird picture, change to Raven or Eagle)	Cultural - Experiential. Issues with familiarity of whales to interior children. All see fish.	SC2.1	OK with changes	ok			Change Whale picture and label to a Fish. Monkey picture is fine. Change bird picture to a Lion (use lion picture from Item 4).
LS 2.44	M	Change bird to Eagle or Raven which are familiar Alaska birds. Since Lion is being moved to Item 3, change Lion to Elephant picture and label.	Cultural	SC2.1	OK with changes	ok			Change bird to Eagle which is a familiar Alaska birds. Since Lion is being moved to Item 3, change Lion to Elephant picture and label.
LS 2.45	E or H: see comment	Using NOT in a sentence is confusing. Change question to: Point to the picture that shows a living thing. If keep flower picture makes the question Hard. If replace with animal picture (like a Whale), the item becomes Easy.	Accessibility	SC3.1	OK with changes	"tell" instead of point			Change question to: Point to the picture that shows a living thing. Flower is the correct answer.
LS 2.46	M or H: see comment	Identify living vs non-living. The ExGLE does not ask to identify a characteristics of living. Change question to: Which one is non-living? (have that negative again, but non instead of not). Change the rock picture to something living. M if animal, H if plant.		SC3.1	Not aligned- need to change	ok			Change question to: Which one is non-living? Change the rock picture to something living. Choices: Zebra, Bear, Pencil.
ES 3.41	H	These pictures of rocks are okay.	OK	SD1.1	Aligns	N/A picture based	Task 3.4-Concepts of earth science Item 1--which picture shows soil? The sign for soil is dirt. If you want soil then an explanation would be needed for the interpreter to fingerspell s-o-i-l. Then you run into the problem of understanding spelling rather than reading the word.		Change the question to say: Which picture shows soil/dirt?
ES 3.42	E	OK	OK	SD1.2	Aligns	difficult ot describe pictures without used the word "rain"			

# Science Review Comments – Grade 4

ES 3.43	H or M	Hard: If keep pictures, delete the word "likely" in the question. Medium: Change pictures to reflect people in clothing appropriate for the weather.	Geographical. Sun in winter in AK usually indicates colder weather.	SD1.2	Aligns	ok, if pictures are described			<b>Correction:</b> Question: Which picture shows when it is cold? Change pictures: Cloudy day with person wearing sweater and pants, sunny day with person wearing short sleeves and shorts, snowy with person wearing parka with hood and gloves.
ES 3.44	E	Excellent tree pictures. Use this type of tree throughout. Issues with picture of lake. It looks like a pond. Fix picture by making trees smaller, or put a canoe in the water to give it appearance of larger body of water.	OK	SD2.1	Aligns	ok, if pictures are described			Change question to: Which one is a mountain? Pictures remain as is.
ES 3.45	M	In the Two Mountains picture, add a river flowing between the mountains for clarity as this picture is a bit unclear as is.	Possible Geographical	SD2.1	Aligns	ok, if pictures are described			Change picture of mountains to show a river flowing into the valley from between the mountains.
ES 3.46	E	Need a better picture of rock.	OK	SD3.1	Aligns	ok			Change the rock
HNST 4.41	E	Add shading to show water levels in all pictures. Picture 1 needs shading to very near the top, Picture 2 has water line so add shading below water line, Picture 3 needs shading, add water spilling out and shade water on table. If shading doesn't work due to photocopying requirements, use lines to depict water levels in glass.	OK	SG1.1	Aligns	ok			Add shading to show water levels in all pictures. Picture 1 needs shading to very near the top, Picture 2 has water line so add shading below water line, Picture 3 needs shading, add water spilling out and shade water on table. If shading doesn't work due to photocopying requirements, use lines to depict water levels in glass.
HNST 4.42	M	Make circle look more like a ball since it is suppose to represent a ball.	OK	SG1.1	Aligns	ok			Make circle look more like a ball since it is suppose to represent a ball. Use the basketball from page 4
HNST 4.43	M	OK	OK	SG1.1	Aligns	ok			

# Science Review Comments – Grade 4

HNST 4.44	E	Use a better picture for rock. Labels give answer away, change labels to 1, 2, 3. OR, rewrite the directions section.	OK	SG2.1	Aligns	seems odd to say wihci is a plant: A rock, a plant or a cloud?			Use a better picture for rock. change labels to "Picture 1", "Picture 2", "Picture 3".
HNST 4.45	M or H	Awkwardly written sentence on SP and SM: Which one does wood come from for building houses? (tree). Change to: Which picture shows where we get wood for building houses? Need to revise this sentence. Change tree picture to conifer type tree.	OK	SE3.1	Aligns	ok			Change Question to: Which picture shows where we get wood for building houses? Change tree picture to conifer type tree.
HNST 4.46	M, could be an E with change	OK - Medium as is. If change picture of paper to a screwdriver, will become an E.	OK	SE2.1	Aligns	ok			Change picture of paper to picture of screwdriver.

# Science Review Comments – Grade 8

Science Task	Item Difficulty	Committee Comments - CONTENT (includes comments on Directions, Scoring Protocol, and Student Materials)	Committee Comments - BIAS	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Made by DRA
						In general, this is not a good test for a blind child since it is totally picture based. Picture descriptions would have to be standardized in the protocol			
PS 1.81	E	Change rock picture.	OK	SB1.1	Aligns	Picture description would have to be "Large rock"			Change rock picture.
PS 1.82	M	OK	OK	SB2.1	Aligns	ok			
PS 1.83	M	OK	OK	SB3.1	Aligns	ok			
PS 1.84	M	Change ice cream cone to icicles see comments under Bias.	Possible Cultural as do not see these kinds of cones in bush AK. Consider substituting a popsicle with one stick. Better yet, use icicles hanging from roof, picture 2 icicles melting, picture 3 roof with no icicles.	SB3.1	Aligns	ok			Change ice cream cone to icicles hanging from roof: Picture 1 = Icicles hanging from snowy roof, Picture 2= icicles dripping, no snow; Picture 3 = no icicles
PS 1.85	M	Add lines to make ball look like a basketball instead of a circle.	OK	SB4.1	Aligns	"steep" would have to be demonstrated with a book or object to show the angle.			Add lines to make ball look like a basketball instead of a circle.
PS 1.86	M	Change wagon picture - see Bias comments	Cultural - Wagons are not seen much anymore. Change to picture of the bike found Task 4.10, Item 6, page 31.	SB4.1	Aligns	ij			Change wagon picture to picture of bike on page 31 (task 4.10.6)
LI2.81	E		OK	SC1.1	Aligns	ok			
LI2.82	M	Draw four legs on horse instead of just two.	OK	SC1.1	Aligns	Picture descriptions can be used but it is much easier seeing the pictures			Draw four legs on horse instead of just two.
LI2.83	M to H	Make bird picture look more like an adult bird. Use adult raven or adult eagle picture if possible.	OK	SC2.1	Aligns	ok			Make adult bird picture look more like an adult bird. Use adult adult eagle picture.

# Science Review Comments – Grade 8

LI2.84	M	A solution to these pictures would be to sequence since that aligns to the ExGLE. Change labels to baby, child, adult. Ask: Sequence from youngest to oldest (Med hard), or Ask: Sequence from oldest to youngest (Hard question).	Gender - Young women have babies. Not all parents are mothers, grandparents also play parenting role, aunts/uncles also, and fathers of course. Perhaps substitute animal pictures? At very least, young girl picture needs to be clearly under age of puberty. Change mother label to Adult. Change young girl label to child.	SC2.1	Not clearly aligned (see comments)	ok			Change question to: "Point to or arrange these pictures in order from youngest to oldest." Change captions to: baby, child, adult
LI2.85	M	Change plant #1 to a picture of a very clearly dead plant since this picture shows a young very alive plant.	OK	SC3.1	Aligns	ok			Change plant #1 to a picture of a very clearly dead plant.
LI2.86	M	OK	OK	SC3.1	Aligns	ok	Task2.8-concepts of life science Item 6--plants die probably need a better picture since the one here is very vague		Change the question: "What would happen to plants without sunlight. Fix plants die picture.
ES 3.81	H	Possible to find a better picture of soil?	Possible Cultural - bricks. Consider changing bricks to something else, a chair?	SD1.1	Aligns	ok			Change bricks picture to chair.
ES 3.82	E	Change pictures -Picture #1-add people in sweaters or lightweight coats. Picture 2 - add people in parkas with hoods. Picture 3 - change pants to shorts.	OK	SD1.2	Aligns	ok			Change pictures -Picture #1-add person in sweater or lightweight coat. Picture 2 - add person in parka with hood. Picture 3 - change pants to shorts.
ES 3.83	M	Change question to: Which picture shows what the plant looks like in summer? (delete the word "middle"). Change pictures to shrubs: Bare shrubs, lightly leafed shrubs, thicket of shrubs	OK	SD1.2	Aligns	ok			Change question to: Which picture shows what the plant looks like in summer? (delete the word "middle"). Change pictures to shrubs: Bare shrubs, lightly leafed shrubs, thicket of shrubs
ES 3.84	H	Change pictures-Add more trees, , in flood stage (River 2) delete rocks and make river wider, more trees in water.	OK	SD2.1	Aligns	This will be difficult to describe			Change pictures-Add more trees on the left bank In river 2, make river wider, into the forest on the left bank, make rocks less visible or with more splashing.

# Science Review Comments – Grade 8

		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.							
ES 3.85	E	In question, delete "rapidly," change to "quickly."	OK	SD2.1	Aligns	ok			<b>Correction:</b> In question, delete "rapidly," change to "quickly."
ES 3.86	E	Make Earth picture more realistic.	OK	SD3.1	Aligns	N/A - picture based			<b>Correction:</b> Make Earth picture more realistic.
ST4.81	E	OK	OK	SE2.1	Aligns	ok: student might not know what an ear plug is or what sunglasses do	Task 4.8--Science and Technology lots of fingerspelling will be needed for the words: bolt, nut, wrench, screwdriver, etc. Again, testing science or reading science.		
ST4.82	E	Slightly taper the teeth in the gears if possible to be more realistic.	OK	SE2.1	Aligns	Ok - student might not know what a gear is or a testtube			DRA/EED decided to leave gears picture as is.
ST4.83	E	ok	OK	SE2.1	Aligns				
ST4.84	E	OK	OK	SE2.1	Aligns				
ST4.85	E	Change question to: Which tool would you use to pound nails? (delete: when building something)	OK	SE2.1	Aligns				<b>Correction:</b> Change question to: Which tool would you use to pound nails? (delete: when building something)
ST4.86	M	Change telephone to bike, change car to sled to reflect different modes of travel plus differences in speed.	Ageism-Most kids have not seen a phone like this. Change to an updated mobile or cell phone. Or preferred change, and more in keeping with travel, is to change picture to a bike.	SE3.1	Aligns				<b>Correction:</b> Change telephone to bike (use bike from item 6 on page 31)



# Science Review Comments – Grade 10

Science Task	Item Difficulty	Committee Comments - CONTENT (includes comments on Directions, Scoring Protocol, and Student Materials)	Committee Comments - BIAS	ExGLE	Alignment	Blind Review	Deaf Review	Scoring Implications	Changes Made by DRA
		After corrections made to one page, all related pages (student materials, directions, scoring protocols) will need to be reviewed for possible revision.				In general, this is not a good test for a blind child since it is totally picture based. Picture descriptions would have to be standardized in the protocol			when we change the horse picture to have four legs, change all horse pictures to match.
PS1.101	H	A leaf is not combining substances to make a new substance. A leaf is part of a whole. Change question to: What are two substances (materials) that make up chocolate milk ? Student must select 2 pictures. Change pictures to: Carton of milk, chocolate mix, apple (or some other food). Directions will also need to change.	Geographical, Cultural (?)	SB1.1	Not aligned	ok			Change question to: What are two substances (materials) that make up chocolate milk ? Student must select 2 pictures. Change pictures to: Carton of milk, chocolate mix, apple (or some other food). Directions will also need to change.
PS1.102	E	Change question to: What are two substances (materials) used to make a cake? Student must select 2 pictures. Keep popcorn picture. Keep flour picture. Change ice cube to picture of 2 eggs.	OK	SB1.1	Aligns	ok			Change question to: What are two substances (materials) used to make a cake? Student must select 2 pictures. Keep popcorn picture. Keep flour picture. Change ice cube to picture of 2 eggs.
PS1.103	H	Toaster not accessible to all kids. Use a TV. (or lamp, or microwave)	Accessible, Ageism?	SB2.1	Aligns	ok			Change toaster to picture of TV.
PS1.104	M	OK	A little bit Cultural-banana is not always available to all due to shipping issues, but no change needed.	SB2.1	Aligns	ok			
PS1.105	E	OK - change rock picture to a better one	OK	SB3.1	Aligns	ok			OK - change rock picture to a better one
PS1.106	H	OK - change rock picture to a better one	OK	SB3.1	Aligns	ok, but the fishbowl as gas in it also, so maybe "which picture shows something which has only gas in it?"			OK - change rock picture to a better one
PS1.107	H	OK	OK	SB4.1	Aligns	Again, a demonstration of the angle of the line shown			

# Science Review Comments – Grade 10

PS1.108	E	OK	OK	SB4.1	Aligns	ok	Item 8 is the same as item 4.4 item 4	<b>Correction:</b> Which picture shows what would make a rolling ball go slower? Use same pictures as item 7, but put a ball in the pictures instead of person in wheelchair.
LS2.101	M	OK	OK	SC1.1	Aligns	ok, but something would nbe needed to represent the different horses.		
LS2.102	H	OK-Boy with curly hair, add some curly lines in hair. Girl with straight hair - add some straight lines in hair.	OK	SC1.1	Aligns	same as above		<b>Correction:</b> Boy with curly hair, add some curly lines in hair. Girl with straight hair - add some straight lines in hair.
LS2.103	E	OK	OK	SC2.1	Aligns	ok		
LS2.104	H	OK	OK	SC2.1	Aligns	ok		
LS2.105	M	Identifying a carnivore is not in the ExGLEs, looking for adaptations. Change question to: Which animal is best suited to live in the snow? Correct answer is polar bear.	OK	SC2.1	Not aligned	ok		<b>Correction:</b> Which animal is best suited to live in the snow? Correct answer is polar bear.
LS2.106	M	OK	OK	SC3.1	Aligns	Words will have to be used to make the diagram, and then the student can point to the word (they would be read aloud)		
ES3.101	H	OK	OK	SD1.1	Aligns			
ES3.102	M	OK (not a biggie, but Picture 2 - rocks could use more sharp edges)	OK	SD1.1	Aligns			Leave as is
ES3.103	M	OK	OK	SD1.2	Aligns			
ES3.104	M	OK	OK	SD1.2	Aligns			
ES3.105	H+	As is, there is too much inference. To show water as a force of change use things like: Waterfall, waves on beach, winding river	Geographical, Inaccessible-Solar panels, recommend use a different distractor	SD2.1	Not aligned- too much inference			<b>Correction:</b> Change question to: Which picture shows what heavy rain can do? Change pictures to: Picture 1: side of a mountain with a road running along side and the road is blocked with mud/debris/rocks. Label says: Landslide. Picture 2: Keep the tree stump picture and label. Picture 3 - Picture of snowflakes and label says Snow (use picture from page 27, item 3)

# Science Review Comments – Grade 10

ES3.106	E	OK	OK	SD3.1	Aligns				
ES3.107	E	OK	OK	SD3.1	Aligns				
ES3.108	H	Poor question-too hard, answers are incorrect. Really need a new question, but this one should be changed to : What is one reason why the earth orbits around the sun? (delete rotates). Change answers choices to: 1) Sun has a stronger gravitational force, 2) Sun is hotter and brighter, 3) Sun is a planet. Directions need changing also.	OK	SD3.1	Aligns, but...				<b>Correction:</b> Change question to: What is one reason why the earth orbits around the sun? (delete rotates). Change answers choices to: 1) Sun has a stronger gravitational force, 2) Sun is hotter and brighter, 3) Sun is a planet. Directions need changing also.
ST4.101	E	OK	OK	SE2.1	Aligns				
ST4.102	E	OK	OK	SE2.1	Aligns				
ST4.103	M	OK	OK	SE2.1	Aligns				
ST4.104	M	Change the question to: Which provides the safest source of light in a house? (If they have to go out into the snow to fire up the generator, its not the easiest)	OK	SE3.1	Aligns				<b>Correction:</b> Change the question to: Which provides the safest source of light in a house?
ST4.105	E	OK	OK	SE3.1	Aligns				
ST4.106	E	OK	OK	SE3.1	Aligns				